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ABSTRACT

The monograph reviews the first 2 years of a model program to identify gifted-handicapped and gifted-disadvantaged children (2 1/2-6 years old) and to provide them with a preschool program that would offer a balance between stimulating enrichment activities and therapy and remediation in developmental areas, delayed because of specific modality deficits or limited environmental experiences. Following a project overview are sections which address the following components: need for services; guidelines and inservice training for identification; two studies including "Education and the Gifted-Handicapped Child" by A. Raper, et al and "Parents and the Gifted-Handicapped Child" by D. Cansler; delivery of services; the curriculum model; dissemination, training, and outreach; staff development; the family program; results of the 1975-77 and 1977-78 evaluations; and resources. Appendixes, which make up a large portion of the document, include referral forms, a copy of the Gifted-Handicapped Project Parent Manual, program evaluation forms, a sample workshop agenda, and a copy of the Parent Inventory Scales. (SBH)

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CHAPEL HILL SERVICES

TO THE

GIFTED HANDICAPPED

A PROJECT SUMMARY

by

Judith E. Leonard

with contributions by

Joy W. Greene

Funded by a grant from

The Bureau of Education for the Handicapped

to the

Chapel Hill Training-Outreach Project

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CONTENTS

Introduction 1
Judith Leonard

Project Overview 2
Judith Leonard

Need for Services 7
Judith Leonard

Identification 13
Judith Leonard and Joy Greene

Studies of Gifted-Handicapped Adults 28
Education and the Gifted-Handicapped Child 28
Anne Raper, Gary Mesibov, Ann Turnbull

Parents and the Gifted-Handicapped Child 34
Dorothy Cansler

Delivery of Services 42
Judith Leonard and Joy Greene

Curriculum Model 48
Judith Leonard

Dissemination, Training, and Outreach 65
Judith Leonard and Joy Greene

Staff Development 70
Judith Leonard

Family Program 72
Dorothy Cansler

Evaluation 1975-1977 82
Judith Leonard

Evaluation 1977-1978 101
Joy Greene

Resources 147
Dorothy Cansler, Jacalyn Burst, and Judith Leonard

Appendices 156

INTRODUCTION

In 1968, at a time when there were more than a million handicapped preschool children in the United States with only a very small percentage receiving appropriate special education services, Congress passed the Handicapped Children's Early Education Assistance Act (Public Law 90-538). This act created the "First Chance" network of the Handicapped Children's Early Education Program, Bureau of Education for the Handicapped (BEH), United States Office of Education. This legislation was constructed so that young children with physical, emotional, health-impaired, and/or mental handicaps could be served in demonstration projects.

In addition to serving children with varying kinds of handicaps, the projects were to demonstrate outstanding services for children from birth to age eight and their families in a variety of urban and rural locations throughout the country. By 1975-76, a total of 145 projects were funded by an appropriation of fourteen million dollars.

Although the projects are divided into five categories - demonstration, model, experimental, technical assistance and state implementation grants, demonstration projects are the focus of the HCEEP with the emphasis of such projects on adopting, modifying or initiating a model approach for outstanding services for young, handicapped children and their families.

It is through the "First Chance" network for model demonstration that the Chapel Hill Gifted-Handicapped Project was funded in 1975. In accord with the dissemination component of the third year of demonstration and in answer to the many requests for information that have been received, the efforts of the first two years of the project are described in this *Project Summary*.

PROJECT OVERVIEW

Continuing its dedication to the successful education of special children, the Chapel Hill Training-Outreach Project began its model demonstration program for the gifted-handicapped in 1975, under the direction of Anne R. Sanford. Historical and current data provides evidence of the great contributions which have been made to society by gifted-handicapped men and women who were singularly strong and determined in spite of overwhelming odds. Helen Keller, Franklin D. Roosevelt and George Washington Carver are examples of the gifted-handicapped who overcame unusual physical or economic handicaps to demonstrate unique abilities or talents. Undoubtedly, there were many other boys and girls who, like their well-known peers, could have contributed greatly to society if they had:

(1) the stamina and support to withstand unequal and unfair societal prejudices or

(2) sponsors who provided the educational intervention necessary to overcome physical or economic handicaps.

Today, although many gifted children with handicaps are in early intervention programs, the program is often one that recognizes only that the child is handicapped. This results in deficit-oriented programming, and often placement of a gifted-handicapped child in an environment which is not nearly as stimulating as required for development of full potential. As the Chapel Hill Project began its effort, the need for such a program was evidenced by:

* a lack of research
* a lack of services
* a lack of assessment technology to accurately evaluate potential and achievement in children with varying handicaps at a young age
* a lack of awareness that people with handicaps can exhibit a wide range of levels of intelligence, potential, and special artistic abilities
* the demonstrated effectiveness of early intervention
* The contributions of gifted individuals who have overcome physical or experiential handicaps.

Project Goals

Based on the preceding evidence of need, the following goals for the project were identified:

* development of appropriate screening and assessment procedures
* mobilization of community resources
* development of prescriptive learning programs
* implementation of teaching procedures designed to provide optimal development of the gifted-handicapped
* delivery of comprehensive services to parents
* development and dissemination of training packages on services to the gifted-handicapped
* evaluation of program objectives

The major features of the model program were to identify gifted-handicapped children and gifted-disadvantaged children between the ages of 2½ - 6 years and to provide them with a preschool program that would offer a balance between stimulating enrichment activities and therapy and remediation in developmental areas, delayed because of specific modality deficits or limited environmental experiences. In addition, the involvement of the child's family in an individualized program was an integral feature of the model.

During the three year process of developing a replicable model for services to gifted-handicapped preschoolers, the project's evolution affected the mode of service delivery:

	YEAR ONE	YEAR TWO	YEAR THREE
EMPHASIS	Research and development of model	Implementation of model	Field Testing and Dissemination of Model
SERVICE DELIVERY MODE	Resource Room Model	Demonstration Classroom for: 1. Economically handicapped 2. Physically handicapped	Demonstration Classroom for: 1. Physically handicapped 2. Statewide consultation bimonthly

The underlying goal of all the project's efforts has been to develop materials and strategies that could be utilized in meeting the needs of gifted-handicapped children in any preschool setting - to develop a usable model for educating the young gifted child that would not require special class placement, but would facilitate challenging educational experiences.

Physical Facilities

The Gifted-Handicapped Project was located within the University of North Carolina's Division for Disorders of Development and Learning (DDDL), A university affiliated diagnostic and treatment center for developmentally handicapped children and their families in Chapel Hill, N. C. Here, the services and facilities of the entire interdisciplinary staff and setting were available to the children in the demonstration classroom as well as the statewide consultation network. Included in these services was an interdisciplinary evaluation for child and family, and therapy, if needed.

The physical facilities include a classroom with access to an outdoor playground, an adjacent bathroom, simple kitchen area and observation room with a one-way observation window allowing parents, staff, students, and visitors to observe the class activities. Although most activities take

place in the classroom, the recreation room is used for gross motor time and some individual therapy takes place in therapy rooms.

The Gifted Head Start Resource Classroom was located in one of six Head Start centers in Durham, North Carolina. The gifted children who regularly attended any of the other five centers run by Operation Breakthrough Head Start, were bussed to the center with the resource room two mornings each week. The physical facilities included a large room with adjacent bathroom, storage area, and access to outdoors. Some of the furniture was planned so that it would be easily stored, as the room was occasionally used for other purposes.

Staff

The staffing pattern and changes within it reflect the needs of the project in its development and demonstration years.

	Project Year 1	2	3
Project Director (part time)	x	x	x
Project Coordinator	x	x	x
Curriculum Coordinator	x		
Family Services Coordinator		x	x
Instructional Services Coordinator (Master Teacher)	x	x	x
Assistant Teacher and Student Liaison		x	x
Head Start Resource Teacher		x	
Administrative Secretary	x	x	x
Evaluation Consultant		x	x

Programming

During the first two years of the project, eleven children were served by the project on a regular basis each year, with additional children receiving evaluation and/or consultation services. During the third year, with the establishment of a statewide consultation service, thirty-five children were involved in a continuum of services. Criteria for enrollment is discussed in greater detail in the Identification section.

Following enrollment in the Gifted-Handicapped Deomonstration Classroom, an individual assessment and educational plan was done for each child. This was a joint effort of parents, child, and teachers. Specific procedures are described in the Delivery of Services section. Each child's total program included small group activities, individual activities and therapy. In the consultation aspect of the program, project staff worked with educational personnel in planning individual programs to meet the specific needs of children being served. A variety of modes of program participation were available to each family in the demonstration program and statewide consultation network, and are described in the section on the Family Program.

Cooperating Agencies

Many agencies within the state of North Carolina, who at the project's outset were also concerned about the gifted-handicapped child whose only available educational services are deficit-oriented, have participated as cooperating agencies. Many of the staff of these agencies and institutions provided suggestions and valuable information regarding the needs of the specific population they serve. In return, the project staff cooperated by providing one or more of the following services.

1. Training in identification of young, gifted children for purposes of making referrals.
2. Consultation in the form of evaluation and/or instructional recommendations for individual children.
3. Resource instructional services for gifted-handicapped children.
4. Training for staff on one or more aspects of the Gifted-Handicapped Project.

Some of the agencies which have cooperated with the Gifted-Handicapped Project include:

- Governor Morehead School for the Blind
- Central North Carolina School for the Deaf
- Greensboro Cerebral Palsy and Orthopedic School
- Lennox Baker Cerebral Palsy Hospital
- Training Center for Hearing Impaired Children
- Local school district exceptional children coordinators
- Developmental Evaluation Clinics
- Parent and Child Training (PACT) teams
- Raleigh Specialized Services Team
- Chapel Hill Pediatrics
- Developmental Day Care Centers
- Operation Breakthrough Head Start Program
- North Carolina State Department of Public Instruction

Advisory Board

An advisory board was formed during the first year of the project. During the planning stage of the grant, project personnel had identified four groups to be included on the advisory board. These were, a) representatives of target groups of involvement (cooperating agencies), b) parents, c) gifted-handicapped adults, and d) professionals to act as consultants and resource advisors. The board is comprised as follows:

Category	*Number*
Parents	5
Agency Administrators	9
University Professors	3
Public School Administrators	3
Graduate Students	1

At the initial meeting of the board, the interest in participation on the board was surveyed through the use of an interest form (see appendix A). The four major functions of the advisory board identified by this group were advocacy (e.g., local support, recruitment, public awareness), provision of expertise in a specific area, guidance in goal-setting, and feedback on project activities. Most interest was expressed in involvement in the areas of mobilizing community awareness and student involvement.

The location of the project within a university facility made available to the project a wide variety of expertise and knowledge. This proximity enabled utilization of resources of the advisory board on an individual, ongoing basis in addition to as a total group.

Resources and Constraints

In order to have a complete overview of the goals and accomplishments of the Gifted-Handicapped Project, it helps to have a perspective of the major strengths and weaknesses of the program. One advantage of the Gifted-Handicapped Project has been the interdisciplinary setting of the program. The evaluation process and ongoing interaction with specialists in varied fields was a great asset in helping parents and staff alike to focus on the child's strengths, as well as weaknesses. It also facilitated the provision of feedback to teachers so that therapy became an integrated part of each child's program.

The existence of a preschool curriculum, developmental approach to assessment and teaching, as well as many other previously developed materials and efforts of the Chapel Hill Training-Outreach Project created a firm foundation on which to base the extension of services to a new population.

An integral component of the program was the family program and the approach to working with families. This component, also philosophically based on the previous program developed by the Outreach Project, is extended to recognize the special needs of the family of the gifted-handicapped child. Within the Gifted-Handicapped Project, the family program includes many meaningful experiences for child, parent and sibling with regard to support, information, and training, and may be the most important aspect as far as long-term effects of the intervention.

The fact that the population of gifted-handicapped children was of low incidence and scattered, accounted for the project's weakness in being able to serve a limited number of children in the demonstration classroom. Also because of funding guidelines and space limitations, the demonstration classroom could only serve gifted-handicapped children, not gifted-normal children. Paradoxically, these gifted-handicapped children were the very ones who most appropriately could be mainstreamed into least restrictive environments, rather than a self-contained classroom of handicapped children. Because of the project's mandate to develop curricula for this population, it was vital to have an actual classroom to utilize in designing and implementing curriculum. During the last two years of the project, extensive planning and preparation was done to place the children from the demonstration classrooms into least restrictive environments.

NEED FOR SERVICES

SYMPOSIUM:

In May, 1975, after receiving notification that funding for the Gifted-Handicapped Project would begin in July, the Chapel Hill Training-Outreach Project hosted a symposium to examine issues relating to the gifted-handicapped. National leaders in gifted education (see appendix B), including Dr. Merle Karnes, of the only other gifted-handicapped preschool project funded by BEH, met to discuss the direction of services to the gifted-handicapped population. At that time the major issues discussed, as they related to the gifted-handicapped were:

- Criteria for Screening and Identification
- Development of Instruments for Identification
- Alternative Education Procedures
- Unique Considerations of Serving the Minority Gifted

Additional topics included: the need for public awareness about gifted education for developing talents and specific abilities to supplement services for children with high intelligence quotients; the need to examine the influence of learning style preferences; parent and teacher observation of critical indicators of "giftedness" or talent; a sociometric approach to information gathering with young children; and the need for media and training packages.

Although more questions were asked than answered during that day-long symposium, some of the short and long term results of the meeting were as follows:

1. Formation of a national information network which has evolved into the National Committee for the Gifted-Handicapped, a sub-committee of The Association for the Gifted.

2. Collaboration by professionals in two formerly distinct areas of special education: education of the handicapped and education of the gifted.

3. Stimulation for increased publications and research in several areas relating to the gifted-handicapped in which there was a lack of literature. (e.g. learning disabled-gifted, gifted-handicapped, etc.)

SURVEY:

An initial objective of the Gifted-Handicapped Project was to obtain information concerning the quality and quantity of current services and need for services for gifted-handicapped children in the United States. A survey was conducted at the project's inception in 1975 to determine the current status of services and need for services for the gifted and gifted-handicapped preschoolers in North Carolina and nationally. Both gifted and gifted-handicapped populations were investigated for two reasons. First, it was believed that gifted and gifted-handicapped children require specialized educational programs and that the need for these programs has not been met in North Carolina or in the nation as a whole. Secondly, it is believed that the curricula developed for young, gifted-handicapped children may also be suitable for young, gifted children.

Questionnaires were mailed to coordinators of programs for exceptional children in each North Carolina School district and to state coordinators for exceptional children in each state in the United States. A sample questionnaire is presented in Appendix C . Two major topics were investigated: (1) programs for gifted children and (2) identification of giftedness.

In the North Carolina survey, seventy-four percent of the counties returned questionnaires. The questionnaires were completed by the most appropriate person in the county. The positions held by the respondents were as follows:

POSITION	*N.C. PERCENTAGE*	*STATE DEPT. PERCENTAGE*
Supervisor of Elementary Education	9	0
Director of Programs for Exceptional Children	31	65
Director of Instruction	24	5
Administrative Assistant	9	20
General Supervisor	15	5
Special Education Teacher	12	5

Background:

In the North Carolina survey, sixty percent of the respondents had received no training in gifted education. Thirty-two percent had completed either graduate or undergraduate course work in gifted education, while eight percent indicated having received training in gifted education at workshops or conferences.

In the national survey, the following results were obtained: forty-seven percent - no training in gifted education; fifty-nine percent - college coursework; and ten percent - workshops on gifted education.

Programs:

Only five counties in North Carolina reported programs serving young, gifted children. The programs mentioned consisted of itinerant teachers or resource teachers who provided individualized instruction. One county serves gifted five year-olds in a Title III Developmental Program. Three of the five counties responding to the questionnaire, maintain programs for families to aid them with their gifted children.

In the national survey, four state departments reported programs available to serve young, gifted children. These programs were also in the form of itinerant teachers and resource rooms. There was no indication of preschool programs for gifted-handicapped children in the state or national survey.

TABLE I

Methods Currently Used for Placement into Programs for the Gifted

	N.C. Percentage	*State Dept. Percentage*
Teacher Recommendation	78	85
Product Rating	37	4
Group I. Q. Test	64	60
Individual I. Q. Test	53	65
Group Achievement Test	70	65
Individual Achievement Test	27	50
Peer Ratings	4	4
Developmental Scales	8	20
Tests of Creativity	13	45
Parent Recommendation	15	4
Self Recommendation	7	15

Identification:

Philosophies and methodologies with regard to the identification of gifted children have varied considerably. As such, the methodologies and instruments used for identifying young, gifted children have differed also. Table I lists the various techniques and methods used as a basis for determining placement in programs for gifted children. As noted therein, persons completing the questionnaire indicated that individual intelligence tests, teacher recommendation, individual achievement tests and measures of creativity, in that order, were most useful in making decisions with regard to placement in programs for the gifted. These methods for identification of giftedness are in keeping with those viewed over the past fifty years. In early studies, giftedness is defined virtually in terms of intelligence

scores alone. Later, people became less concerned about high I. Q.'s and began defining giftedness on the basis of specific talents demonstrated by children. More recently, others have introduced the use of measures of creativity in conjunction with the definition of giftedness. Thus, the methods of identification delineated by persons responding to this questionnaire correspond to methods that have been in relatively widespread use for a reasonably long period of time.

Information was also sought regarding the use of specific instruments for identifying young, gifted children. Approximately one-third of the respondents to this questionnaire gave indication that they did use instruments of one sort or another to aid in decision-making regarding this population. In keeping with the data presented in Table 1, it was noted that instruments fell primarily into categories of intelligence tests, achievement tests, and various forms of checklist for teachers which allowed them to make their own personal recommendations.

Teacher recommendations regarding giftedness were most frequently solicited via the adapted checklist which permitted teachers to be somewhat objective in the evaluation of giftedness for individual children. Checklists have been prepared by State Departments of Instruction, local school agencies and from other special projects.

Training:

In spite of all the methods being used to determine eligibility for placement in programs for the gifted, one major concern is the effectiveness of teachers in identifying unusual abilities exhibited by *young,* gifted children. According to this survey, less than half of the program administrators responding felt that teachers were effective in identifying the unusual abilities which are associated with giftedness, and yet this was the method reported as used the most. It was noted though, that their effectiveness was perceived to be dependent upon whether or not they had guidelines to follow in making such decisions, and that they became increasingly efficient in identification as program parameters were more clearly delineated. Each individual was asked to rate the usefulness of methods for placement in programs for the gifted. Procedures currently used were rated as Extremely Useful, Useful, or Not Useful. These results are summarized in Table 2 for the North Carolina educators and in Table 3 for the State Department special coordinators. Approximately 100% of state and national respondents felt that there is a need for teacher training in the area of education of young, gifted-handicapped children.

The results of these surveys are consistent with the information search conducted by the University of North Carolina Technical Assistance Development System (TADS). In fulfullment of the agreement to provide technical assistance services to the Outreach Project, TADS conducted a survey to determine the existence of materials, curricula, research and services for the young gifted-handicapped child. The results of this study indicate little or nothing has been developed for this population.

TABLE 2

Analysis of North Carolina Special Educator's Ratings of Methods of Identifying Giftedness

	Extremely Useful	*Useful*	*Not Useful*	*No Response*
		(Percentages)		
Teacher Recommendation	42	32	10	26
Product Rating (teacher evaluation of creative efforts)	31	39	12	28
*Group IQ Test	9	57	11	23
Individual IQ Test	42	37	1	20
*Group Achievement Test	15	53	7	25
Individual Achievement Test	36	36	2	26
Peer Rating	11	44	11	34
**Other Sociometric Techniques	3	10	7	80
***Parent Recommendation	2	38	29	31
****Other Formal Evaluation	2	8	2	88
Self Recommendation	5	45	11	39
Developmental Scale	21	40	0	39
Test of Creativity	30	39	1	30

*Useful if one is thinking of an academic program for the gifted

**Peer leadership
Behavior Rating Scales
Sociogram

***Conference
Verbal Skills

****Checklist
Individual Psychological
Interest Scales
Medical

TABLE 3

Frequency Analysis of State Special Education Coordinators' Ratings of Methods of Identifying Giftedness

	Extremely Useful	*Useful*	*Not Useful*	*No Response*
		(Percentages)		
Teacher Recommendation	30	60	0	10
Product Rating (teacher evaluation of creative efforts)	35	40	0	25
Group IQ Test	10	50	20	20
Individual IQ Test	45	40	0	15
Group Achievement Test	15	55	10	20
Peer Rating	3	45	5	47
*Other Sociometric Techniques	10	20	5	65
**Parent Recommendation	20	55	5	20
***Other Formal Evaluation	15	15	0	80
Self Recommendation	10	55	5	30
Developmental Scale	3	40	0	57
Test of Creativity	35	45	0	20

*Sociogram

**Interview

***Biographical Inventory
IQ tests backed by other information
Tests of Creative Thinking

IDENTIFICATION

RECRUITMENT

Background:

During the *first year* of the project, the focus for recruitment efforts was on agencies that were already serving handicapped children. The reasons for this emphasis were manifold. First, the children in these programs were already identified as being handicapped. Secondly, teachers of preschool handicapped children were already in contact with a larger number of handicapped children, of which some might have special abilities. In addition, if they were not already very careful observers of children's characteristics, they were potentially a very able group of observers who, with some training, would be an accurate source of referrals. Thirdly, it was hoped that programming for all children, even those who did not eventually participate in the Gifted-Handicapped Program because of age, distance, average skills, or unidentifiable talents would improve because of the new approach being presented by the staff. The Chapel Hill Project hoped to serve as a stimulus to de-institutionalization and mainstreaming into the least restrictive environment. The structure of service delivery in the first year also made it feasible for a child to participate in the Gifted-Handicapped Program as well as another program or to come to Chapel Hill from a greater distance on a less frequent basis. At least two contacts were made with each agency prior to accepting referrals. The first contact was information sharing about the services of the Gifted-Handicapped Project and information gathering about the agency (see appendix D). The second contact was inservice training for the staff who would be making referrals (see following section on inservice training).

Economically handicapped-gifted children from Head Start were recruited from the six centers of Operation Breakthrough in Durham, North Carolina, following the same guidelines.

The *second year* recruitment focused on identifying appropriate children to participate on a fulltime basis in the demonstration classroom program. Head Start recruitment was initiated during preservice training for the staff of the six centers in Operation Breakthrough that were going to be served by the Gifted Head Start Resource room. Targets for recruitment for the Gifted-Handicapped Chapel Hill class became more diverse than in the previous year in an effort to reach those who were in contact with young children from approximately nine counties within daily traveling distance from Chapel Hill.

The *third year* recruitment combined the efforts of the previous two years, in order to identify children for participation in consultation through their present agency, as well as children to participate full-time in a demonstration classroom. The statewide consultation service was initiated by conducting three interagency workshops in three major population centers across the state. As follow-up to these workshops, on site training sessions were held with the agencies which indicated interest in making referrals to the project.

Strategy Effectiveness:

During the first two years, the recruitment strategy, which yielded the most referrals in number and appropriateness, was a visit to an agency with the opportunity to make a presentation to the staff. The evaluation clinics and the preschool programs were the two types of agencies which made the most appropriate referrals.

Because the Project had two years to become established as a community resource, the referrals during the third year resulted from a wide range of strategies. While the strategy of inservice training with agency staff was still effective, a television appearance on an afternoon talk show, as well as informal contacts of parent and professionals already involved in the project, netted almost as many referrals. The strategies that did not yield a larger number of referrals still facilitated public awareness of the fact that some handicapped children do have outstanding abilities. Therefore, in recommending a recruitment model, all the strategies would need to be retained, emphasizing those which seemed to be most effective in terms of referrals made to the program.

TABLE I

Estimated Frequency of Recruitment Strategies

1975-76	1976-77	1977-78	
0	0	3	- Interagency workshops
15	38	18	- Agency visits (with & without training session)
50	700	1,509	- Letters, fact sheets, brochures distributed
25	52	150	- Phone calls
1	4	4	- Newspaper Articles
0	1	1	- T. V. Program
0	1	2	- Radio Public Service Announcement
0	0	1	- T. V. News spot

In interpretating the following Tables II and III, the term "Accepted into the program", had a broader interpretation during the third year of the project. Since the project was serving the entire state with a continuum of service alternatives (refer to section on Service Delivery), the numbers of children accepted into the program increased notably.

TABLE II

Relationship of Referrals to Recruitment Strategies

Strategy	Year One Resource Class			Year Two Classroom Demonstration			Year Three Classroom Demonstration & Statewide Consultation		
	Referrals	Prob.* Approp.	Accepted for prog.	Referrals	Prob.* Approp.	Accepted for prog.	Referrals	Prob.* Approp.	Accepted for prog.
Inservice training with agency staff	20 20	12 12	9 9	18 18	12 12	10 10	21 21	17 17	17 17
Agency Visits				2	1	0	1	1	1
Phone/ Letters				5	3	0	3	3	3
Newspaper articles	2	2	2	1	1	1	1	1	1
T.V. Programs							10	9	8
Public Service Announcment							0	0	0
Informal Contacts							5	5	5
Other	1	1	0						
TOTALS	22	15	11	26	17	11	42	36	35

* Reasons for not accepting all children referred were manifold: too great a distance from Chapel Hill; child too young or too old; another more appropriate placement available; child not demonstrating outstanding abilities or the potential of such in screening.

TABLE III

Referrals Received from Various Sources									
Source of Referral	1975 - 76			1976 - 77			1977 - 78		
	Referrals	Probably Approp. *	Accepted for Program	Referals	Probably Approp. *	Accepted for Program	Referrals	Probably Approp *	Accepted for Program
Head Start	12	5	3	12	7	7	1	1	1
Dev. Evaluation Clinics	1	1	1	3	3	2	13	11	9
Dev. Day Care Centers	1	1	1	2	1	1	3	2	2
Clinics & Hospital Departments	0			0			0	0	0
Public Health Dept.	0			0			0	0	0
Social Services Personnel	0			3	2	0	1	1	1
Public School Teachers Special Ser. Personnel	0			0			4	3	3
Private Physicians	0			2	1		1	1	1
Screening Teams	0			0			0	0	0
PACT Early Intervention	1	1	1	2	1	1	1	1	1
Private-State Special Schools	6	5	4	4	4	0	9	8	8
Parents/Advocates	2	1	1	0			10	10	9
TOTALS	23	14	11	28	19	11	43	38	35

* Reasons for not accepting children who were identified as appropriate: traveling distance; child too old or too young for program; other more appropriate alternatives available.

INSERVICE TRAINING

Overview:

Inservice training for the purpose of identifying gifted-handicapped children consisted of, 1) an overview of the project philosophy, goals, and criteria for services and, 2) practical training in the referral process. Training included the use of two slide tape presentations - "The Identification of Giftedness in Young Children", and "Audrey: A Case Study" (see appendices E & W). It was believed that referrals would be more appropriate after teachers received an explanation of the program and guidance as to what characteristics of young children might constitute special abilities.

Definition

One of the most frequent questions in training has been "What do you mean by gifted-handicapped? All of our children are blind (or deaf or physically handicapped, depending on the handicapping condition served by the program)." Using historic and contemporary examples, the point was made that in spite of handicapping conditions, there are some children with outstanding abilities or the potential for such who desperately need to be recognized and challenged. In discussing the slideshow on "The Identification of Giftedness in Young Children', giftedness was defined to include one or more of the following areas: creative and productive thinking, leadership ability, visual and performing arts, or psychomotor abilities. It was emphasized that giftedness was not just the stereotype "intellectually superior teacher's pet". In fact, because of boredom or lack of challenge, these children sometimes were behavior problems.

Problem with Labeling:

Another issue addressed in training sessions was the problem of the term "gifted-handicapped." Since this label had positive connotations, occasionally parents were overly concerned that their child be placed in the program, regardless of whether the placement was really appropriate. Also, occasionally a child was admitted to the program demonstrating special abilities at one age and then after a year of growth, other areas of weakness were revealed. Here, the parents were in the unfortunate situation of having to give up a positive label of their child's abilities. Staff were afforded more flexibility by using the term "handicapped children with outstanding abilities or the potential for high performance."

Characteristics Checklist

In addition to basic information about the project and the referral process (see appendices F & G), teachers and/or agency personnel participated in a training exercise utilizing the checklist of characteristics of giftedness. In this activity the trainees read sample case studies of children appropriate for referral, and then filled out the characteristics checklist on that child. This activity provided the trainees with actual experience in making a referral. A child referred had to demonstrate characteristics in one or more of the areas listed on the checklist. The trainees were encouraged to give specific examples of characteristics checked. They were also encouraged to add characteristics to the checklist if they provided additional information about the child's special abilities.

Child's Name_____ Date_____

Name of Person
Using Checklist_____ Child's Birthdate_____

GIFTED-HANDICAPPED PROGRAM CHECKLIST

Explanation

The Chapel Hill Training-Outreach Project has been funded to identify and develop curriculum and materials for young (ages 2½-6) handicapped children who may possess a unique gift or talent. The determination of giftedness will be made through a series of observations, interviews, and assessment procedures. The purpose of this guide is to aid those who have contact with young, handicapped children in the initial identification of potential giftedness. The following points should be remembered when considering whether or not a child is gifted.

1. The gifted-handicapped child is one who exhibits unusual gifts or talents in spite of physical, mental, emotional or experiential handicaps.
2. Giftedness does <u>not</u> necessarily mean good school work. It includes many areas of talent and originality.
3. Gifted children are not always "good" children. They may be behavior problems.
4. Giftedness means <u>above average</u> skills and talents.
5. Some young children may not have had the opportunity to demonstrate some of these characteristics. Teachers may want to try some specific activities to see who excels. (e.g., mime activity).

The following checklist is designed to give some clues in the identification of gifted children. These are simply suggestions and not hard and fast standards. To be gifted, a child need not possess all of these characteristics. The categories correspond to those in the following definition of giftedness which was agreed upon by a majority of an advisory panel to the U. S. Office of Education and has been adopted by the Project.

> Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society
>
> Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas:
>
> 1) General intellectual ability
>
> 2) Specific academic aptitude
>
> 3) Creative or productive thinking
>
> 4) Leadership ability
>
> 5) Visual and performing arts
>
> 6) Psychomotor ability

INSTRUCTIONS

When filling out this checklist on a child, please check the items that you have seen the child demonstrate and write brief descriptions of specifically how those items were demonstrated.

I. Aptitude

ITEMS	BRIEF DESCRIPTION
____ Unusually advanced vocabulary for age (i.e., 4 year old using words such as anticipate, perish, etc. appropriately).	
____ May excel and become absorbed in one topic or subject.	
II. General Intellectual Ability	
____ Learns rapidly, easily and efficiently	
____ Retains what is heard or read without much drill	
____ Asks many questions	
____ Interested in a wide range of things	
____ Is alert	
____ Keenly observant	
____ Responds quickly	
____ Has capacity to use knowledge and information other than memorizing	

ITEM	BRIEF DESCRIPTION
____ Keen insight into cause and effect relationships	
____ Self-motivated to learn	
____ Prolonged attention span	
____ Works independently for long periods of time	
____ Looks for similarities, differences and relationships	
III. Leadership	
____ Makes decisions easily	
____ Willing to take risks or examine the unusual	
____ Carries out tasks to completion	
____ Takes pride in own work	
____ Prefers cooperative play and social activities to being by self	
____ Often directs activities with other children	
____ Supportive of others' efforts	

ITEM	BRIEF DESCRIPTION
____ Assertive (sometimes aggressive)	
IV. Creative Thinking	
____ Asks many questions	
____ Is original	
____ Uses good but unusual ideas	
____ Sees unusual relationships	
____ Combines ideas or materials in relationship patterns	
____ Uses information in new situations	
____ Synthesizes knowledge and creates new products	
____ Manipulates language creatively	
____ Can think of more than one answer to a question, more than one way to do something, more than one ending to a story	
____ Willing to take risks	
____ Uses materials in different ways	
____ Fantasizes and elaborates	

ITEM	BRIEF DESCRIPTION
V. Arts	
____ Unusual talent in one artistic area	
____ Learns lyrics or tunes rapidly	
____ Learns music or art related concepts easily (high notes, low notes, etc.)	
____ Can easily replicate rhythms	
____ Interesting use of color, shape or sound	
____ Displays ability in role play, drama or pantomime	
____ Special interest in listening to music	
____ Learns dance or movement activities easily	
VI. Other	
____ Unusual sense of humor	
____ Psycho-motor skills	
____ _____	
____ _____	
____ _____	

VII. Behavior Problems

Children with outstanding abilities will sometimes have accompanying problems, which may not seem appropriate or desirable to those around them. Please check any of the following items if they are applicable to the child you are assessing, and write a brief description of how it applys.

ITEM	BRIEF DESCRIPTION
___ Occasional resistance to direction; rejection or remission of detail	
___ Difficulty in accepting the illogical	
___ Dislike for routine and drill	
___ Critical attitude toward others	
___ Rejection of the known; need to invent for oneself	
___ Resistance to interruption	
___ Stubborness	
___ Sensitivity to criticism, vulnerability to peer group rejection	
___ Frustration with inactivity and absence of progress	
___ Rebellion against parent and peer group pressures for conformity	
___ Boredom with repetition	

EVALUATION

Standardized Testing:

Following the referral of a potential candidate to the program, based on the use of the characteristics checklist, further evaluation provided additional information on each child. The purpose of the evaluation was to document above average performance or the potential for such on one or more standardized instruments. In an effort to be non-discriminatory, the test selected was individualized for each child, depending on his/her handicapping condition. Some of the instruments utilized are listed in the following chart.

Environmental Handicap	Physical Handicap	Hearing Impairment/ Language Impairment	Visual Impairment
Wechsler Preschool & Primary Scale of Intelligence Leiter International Performance Scale	Peabody Picture Vocabulary Test Columbia Mental Maturity Scale French Pictorial Test of Intelligence	Leiter International Performance Scale Performance section of the Wechsler Preschool & Primary Scale of Intelligence	Interim Hayes Binet Intelligence Scale Verbal section of the Wechsler Preschool & Primary Scale of Intelligence Maxfield-Buchholz A Social Maturity Scale for Blind Preschool Children Merrill Palmer Scale of Mental Tests

If information about the child was limited or the use of standardized tests was inappropriate, a child was evaluated by the interdisciplinary team at the Division for Disorders of Development and Learning, prior to a decision regarding acceptance into the program.

Other Sources of Information:

Information was also gathered from observation of the child's play (see appendix H) and from an interview with a parent or teacher regarding a child's skills and play references. Although no rigid criteria were applied to these techinques, the process provided a great deal of information about the child.

In an attempt to explore the possibility of peer input as an indicator of special abilities in young children, the staff conducted a small pilot

study in Head Start during the second year of the project. The results of this pilot study were inconclusive, and no further work was done on sociometric measures. This is an area of research which could merit further investigation.

Acceptance Into the Program:

Acceptance into the program was determined by a consensus of the Gifted-Handicapped Staff, based on all the information available on a particular child. Initially, most of the children accepted, demonstrated abilities at least one year above their chronological age in some area of development. As the project progressed, the staff decided that if a child's abilities were age appropriate in spite of a severe handicap, the child was potentially gifted and would be eligible for services. Project staff were also committed to reserving a couple of slots for severely handicapped children who, at the time of referral, were not even testable. One child like this was enrolled in the project during the second year, and now, because of intensive intervention and the child's exceptional abilities, is in a public school classroom for physically handicapped children. Without the services of the Gifted-Handicapped Project, this child would have been inappropriately placed in a setting for mentally retarded children. Criteria for acceptance in these special cases was based on parent-teacher interviews and informal evaluation with the child.

GUIDELINES FOR IDENTIFICATION

Based on the evaluation procedures used by the project, the following guidelines for identification have been developed:

GUIDELINES FOR THE IDENTIFICATION OF YOUNG GIFTED-HANDICAPPED CHILDREN

Prepared by Donald Bailey

There are many factors which serve to complicate the identification of young gifted-handicapped children. Among these are:

1. Lack of agreement among professionals as to the precise meaning of "giftedness" and the related constructs of creativity, talent, and artistic aptitude.

2. Lack of agreement among professionals as to the optimal means for identifying gifted, talented, and creative children.

3. The questionable predictive validity of standardized tests administered at the preschool level.

4. Lack of appropriate group tests and the demonstrated ineffectiveness of teacher referral as a means for screening large groups of children.

5. A number of problems associated with testing handicapped children, including:

   a. Limited availability of "handicap-free:" tests which do not penalize handicapped individuals because of inability to comprehend the task expected, inability to make the required response, or lack of experiences normally available to other children.

b. The questionable effects of special modification of testing procedures in the interpretability of scores.

c. Lack of appropriate norms which often results in the handicapped child being compared to a sample of normal children.

In light of the factors listed above, the Chapel Hill Gifted-Handicapped Project has adopted the following assumptions as guidelines to be used in the process of identifying young gifted-handicapped children:

1. Although research has not indicated teacher referral to be an effective procedure, it is possible that this is due to lack of training or experience with gifted children. Thus it seems logical that appropriate training should serve to increase the effectiveness of this procedure. Therefore, teacher referral should be adopted as the primary screening technique, with a minimum of two hours of training provided to each teacher from whom a referral is solicited. Training should emphasize the varying ways in which giftedness, talents and creativity can be expressed, describe specific ways in which handicapped children may display unusual abilities, and demonstrate examples of some negative behaviors which may occur as a result of unusual abilities (such as boredom with routine tasks, etc.).

2. Every effort should be made to insure that each test item presented to the child is one in which the child has a) the sensory ability to comprehend the task, b) the physical ability to make the required response, and c) had the experiences necessary to answer the question or perform the task.

3. Performance of handicapped children on standardized tests should be compared with the performance of other children with similar handicapping conditions in addition to comparisons with normal children. When appropriate norms are not available, one of the following alternatives must be taken:

   a. Compare specific task performance with the performance of other children of similar age with comparable handicaps. This necessitates an examiner who has had a great deal of experience with the specific handicap or a group of experienced teachers with whom the examiner can consult.

   b. Compare the child's performance with that of normal children and then look at specific tasks and ask the questions, "How might this child have done on this task had he not been handicapped?" Thus if a child with severe cerebral palsy scores at age level when compared with normal children, this could very well indicate unusual ability.

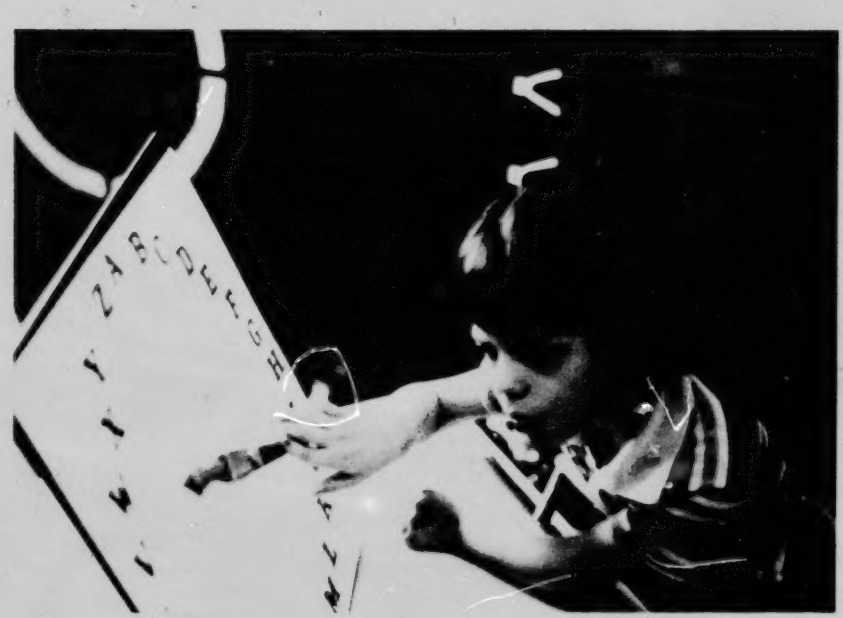
4. In recognition of the fact that unusual abilities can be demonstrated in a number of ways, the following should be incorporated into the assessment procedures:

   a. A battery of appropriate tests designed to measure a variety of skill areas, including general intelligence, language, and specific developmental tasks.

   b. A number of alternative means of gathering information should be incorporated in an attempt to depart from the traditional I. Q. measure and to assess behaviors not sampled by typical

standardized measures. Particular methods to be investigated and incorporated include structured observational techniques, sociometric measures in the form of peer evaluation, and structured interviews with teachers and parents.

5. Determination of giftedness should be by consensus of professional opinion and will be based upon the entire amount of information available. Due to the nature of the population, the problems inherent in testing handicapped children and the developing nature of the concept, no specific criteria or score should be established for determination of giftedness other than the general criteria that the child should exhibit unusual abilities in spite of a handicapping condition. In addition, low scores on one or several measures should not eliminate a child from consideration if there is some other indication of unusual ability (such as scattered but strong performance on difficult tasks, a high score on any one measure, behavioral indications of ability, or strong suspicions on the part of another person who has had intensive experiences with the child over an extended period of time).



STUDIES OF GIFTED HANDICAPPED ADULTS

EDUCATION AND THE GIFTED-HANDICAPPED CHILD

Gifted students with special needs such as physical handicaps, visual problems or learning disabilities have opinions and insights about their educational experiences which could be immensely helpful to educators and administrators. Such students have indicated their "giftedness" by succeeding not only in finishing high school, but also in being accepted into undergraduate and graduate college programs in spite of large adjustment problems. Moreover, most of them welcome the opportunity to "tell it like it is," to voice their objections about their elementary and secondary school experiences and to recommend ways in which young children with special needs and teachers of these children might improve the quality of their educational experiences. These particular college students can be a very valuable resource in improving current public educational programs, especially in integrating children with special needs into a regular classroom setting and in training the educators who will be assuming new responsibilities for these children. Many educators have often assumed they already know what these special children need and want, but those educators may change some of their assumptions once they hear students who have already been through most of the educational mill speak for themselves.

With the goal of providing such information to educators and administrators, Chapel Hill's Outreach Project interviewed twenty-nine gifted students with special needs on three college campuses (University of North Carolina at Chapel Hill, Duke University and St. Andrews College). Most students called for an interview were positive about participating; only two rejected the request for a meeting. After being told the purpose of the interview, the format of the questionnaire, the length of time required (about 1½ hours) and the prospective value of their comments and opinions, the students were ready to arrange a meeting time and place. The students generally were physically able to get to the meeting place on their own and needed only a little help in locating the meeting spot.

The interviews themselves were shaped primarily by the questionnaire (see appendix I) which consisted of four parts: 1) a section with 11 long answer questions about their educational and social experiences and their views on how they might have been improved, 2) a section with 10 questions about their educational and social experiences answered on a rating scale of 1-5, 3) a few statistical questions about their economic background and their parents' education and 4) a section with 8 questions about setting up a program for gifted children with special needs answered again on a rating scale of 1-5 and ranked in order of priority. The first two sections were of a probing nature, while the last section was more programmatic.

The comments and recommendations of the gifted students with special needs may be grouped into three areas: 1) the setting of educational experiences, 2) improving the scope of educational experiences, 3) improving the quality of educational experiences. The goal was to determine first of all where the students had received their primary and secondary education and how they evaluated their specialized training settings and/or their public school settings. Out of this discussion evolved suggestions on improving the scope of their educational experiences. The need for an ex-

panded psychological component was soon evident, for the students expressed a strong desire for help in developing a more positive self concept for themselves, in improving the attitudes of peers and the community at large, and in establishing more psychologically balanced family relationships. Other suggestions for improving the scope of educational experiences involved curriculum changes. To improve the quality of their educational experiences, the students made several recommendations to teachers about their teaching methods and about their lack of knowledge of young children's special needs.

The Setting of Educational Services: A majority of the students received specialized training in such areas as physical or rehabilitation therapy, Braille, or mobility skills in addition to a regular school education. These services were located in hospitals, rehabilitation schools, summer camps and evening schools. Most of those who used the specialized services limited their positive evaluation to remarks about the practical help in making physical adjustments to their special needs. On the other hand, they had plenty of comments about the negative aspects of these specialized centers. First of all, they criticized the staff's lack of personal concern; they didn't like "being lumped with others" - children with emotional as well as various physical problems frequently followed the same program. Furthermore, independence and maturity were sometimes actually hindered by strict rules about social contacts and movement within and outside of these specialized centers. One student remarked, "Although independence was given a good deal of lip service, very little was practiced." They also complained about the rigid or limited course work; either the program did not apply to a particular need (perhaps the result of a wrong diagnosis?) or "you did not have a wide variety of choices to give you a chance to know what you could do."

These negative comments do not mean that specialized programs have no place in the educational outlook for students with special needs. Rather, they suggest ways for improving the quality and even changing the nature of some specialized training experiences. The students suggested these experiences would be more beneficial if the programs increased opportunities for independence and for social and emotional development. The students also recommended that teachers and administrators listen to their pleas for more voice in planning their curriculum, especially in regard to adjustment problems, and for more relaxed, personal contacts in general between teachers and students and among the students themselves.

In any case, eighty-six percent of the students preferred a regular public school setting to a self-contained educational program (including only students with special needs) for a number of reasons. Most frequently they stressed that it was "important for those with special needs to learn to deal with the real world and for others to deal with them;" they believed that "integration was more psychologically healthy for all involved." They felt the public school setting was the best place for social and psychological development. Although they did acknowledge students with very severe problems, who might create distractions in classroom operations, should be restricted to some degree from a regular classroom, for most of the students even a compromise of part-time placement in a regular class and part-time placement in a special class "broke up the stability" of their education. Many also objected to the stigma of attending a special class, of making a

child "pay for time-out in a resource room with a loss of activities the child has been relating to."

The preference for attending a regular school is not too surprising when one considers that sixty-four percent participated in activities with siblings and/or normal peers while growing up in neighborhoods. Frequently these students thought of themselves as normal, which might seem self-deceptive, but what they meant was "I know my limitations, but I just thought I could do most anything others could."

Improving the Scope of Educational Experiences - The Psychological Component:

1. Student Self Concept: The students' desire to adjust socially and psychologically as well as physically to their special needs and "to do most anything others could" became a theme in their responses to questions about their self-images, the positive and negative aspects of their school careers, their suggestions to other children with special needs, the attitudes of peers and their relationships with their families. They appear to want additional help with this social and psychological aspect of their lives. For example, when asked about their biggest adjustment, the students most frequently mentioned "developing a positive self concept" or "acquiring knowledge about oneself, one's problem and how to deal with it." This usually included "accepting the limits of one's handicap" or "adjusting one's self-expectations." Although one-third of the students were unable to see how they might have been more adequately prepared for this adjustment, others suggested that "having counselors in school [both primary and secondary] who were aware and trained to discuss the needs of handicapped students" would have helped. They wanted someone to advise them how to develop "coping skills" such as an ability to deal with teasing and name calling, someone to point out and reinforce their strengths and abilities. Others suggested that "there should have been some 'no holds barred' discussions of what we might experience [e.g., social problems, the likelihood of associated illnesses]."

The psychological pains of these adjustments and their need for help in being comfortable with others became even more apparent in their childhood images of themselves: introverted, shy, inferior, (frequently associated with being overweight or short), nervous, over-assertive or over-compensatory ("I was very studious" or "I thought I was much better than anyone else."). Although one-half of the students managed to change their self-image by maturity and/or by assuming more independence from their families and more control over their own lives, many also found social contacts, people with whom they could talk, were helpful in changing this negative self-image. It was not surprising then, that almost one-half of the students enumerated friendly, understanding, helpful teachers among the most positive aspects of their school career, while another one-third advised, "be yourself," "accept your strengths and weaknesses" and "don't be ashamed of being different" in the classroom.

2. Community and Peer Attitudes: Unfortunately, the development of a positive self concept was not entirely furthered by the students' relationships with their peers and the community in general. Although thirty-ning percent described the reactions and attitudes of their peers and siblings as sympathetic, helpful or accepting, another thirty-six percent

described them as uncomfortable, distant or misunderstanding and eighteen percent complained of teasing. Social relationships could be and were often awkward: "my friends didn't know how to handle me in a social situation" and "being able to do things on my own was very important when I started to want to date. There was no casual way to go about it. The dating mechanism was very difficult to arrange in all its phases." A difficult stereotype to fight was "the idea that if one is disabled, there is no chance for a loving relationhsip between two people of the opposite sex." The typical reaction to one student's dating was "the girl was doing me a favor." Even before the dating age, peer or community understanding was a greater barrier than architecture: "parents of normal children did not want their children to play with us because they thought their own children might catch some type of disease or play too rough with us." Actual teasing began at an early age and usually dropped off by high school. Again, this seemed to be the result of a lack of understanding: "people looked at me funny or talked behind my back," "they played tricks on me if I didn't know something" or they used names ("Hoppalong Cassidy") or made the child a scapegoat for gang activities. The students suggested a number of ways for handling this teasing: "ignore it," "don't take yourself too seriously," "be open and not uptight," "laugh a little" or "don't be afraid to answer questions about your problem." This hindsight could be a real boost to a young child attending elementary school.

3. Family Attitudes: Since the parents were identified as the most important influence in helping the students (sixty-one percent) deal with their special needs, the family should certainly be considered within the scope of important educational experiences. Students frequently (one-third) described their families as helpful when they did not overprotect their child, but instead encouraged his/her independence and participation in social life. A blind student remembered his parents' support in his learning how to ride a bike, and a quadriplegic (person with paralysis in all four limbs) recalled with pride her parents' letting her go to the beach with a friend. Closely associated with this parental attitude was their encouragement of strengths and reinforcement of confidence and determination. One student even remarked that her father "game me a food kick when it was needed and wouldn't let me loaf."

While the family, especially the parents, remained a strong positive influence on the students' social and psychological development, it could also pose problems. It was in this area that family attitudes could have improved. Forty-six percent complained that their parents were over-protective: "they protected me from firends who wanted me to do out," or "I had to prove myself each time I wanted to try something which involved physical activity." Frequently parents kept their children close to home (e.g., no crossing the street to play or going to Boy Scouts) our of fear of physical or emotional injury. Other students complained that their parents pushed them too hard, were overeager for their children to demonstrate their strengths as compensation for their weakensses. Expecting too much and making a child work too hard when he or she was young, led to the older student worrying "about failing my parents because they put me on a pedestal." The students needed help in handling these parental attitudes either from friends or counselors with open ears.

In summary, the social and psychological problems which the students encountered in developing their attitudes toward themselves and their relationships with their peers and families indicate a need for improving the scope of their educational experiences. A psychological component could be expanded in a number of ways: 1) by reinforcing the students' preference for a regular school setting as much as possible, 2) by increasing the number of school psychologists or counselors and giving them opportunities to become more familiar with the problems of children with special needs, 3) by initiating in the schools new methods of dealing with problems involving these children, 4) by providing specific instruction for all public school children on interacting with children who have special needs. Mainstreaming has already begun the first step, but teachers involved have been asking for opportunities to improve their knowledge of ways to deal with these special children. As will be later indicated, students with special needs themselves have considerable advice for their teachers, families and friends. The students have also stressed their desire to have someone to talk to - teachers, counselors or friends; at least thirty-five percent did find professional, psychological help that influenced them in dealing with the problems associated with their special needs. Perhaps more counselors or teachers could have helped if they had better understood the nature of these student's special needs. Finally the students themselves have suggested at least two ways of dealing with their special problems: 1) give the older students with special needs opportunities to talk with the younger children about their problems, and 2) give the children with special needs opportunities for 'no-holds barred' discussions with each other and with their normal peers.

Educational Experiences: De-Institutionalizing Specialized Training: The practical information the students gained from their specialized educational settings could be provided in other settings. A number of students attended summer camps or college preparatory programs like Early Bird for the Blind. Perhaps similar programs could be started in the public schools to better prepare them for regular school attendance and to familiarize them with the routines and coursework.

Educational Experiences: Sports and Other Recreation Programs: Participation in sports and other recreation programs was a problem for many of the students with special needs. Thirty-six percent of them described these programs as "limited," "inappropriate," or as "emphasizing my weakness," certainly one of the most negative aspects of their school careers. Social problems arose because of enforced participation: "I was always the last one to be picked." If sports and other recreation programs were mentioned by forty-three percent of the students as a barrier to their participation in activities with siblings and normal peers in their neighborhood, it seems unreasonable to enforce their participation in school physical education programs as they exist. Perhaps such programs could be restructured to avoid some of the personal embarrassment they create and to teach skills to children with special needs which would eliminate some barriers in the neighborhood.

Improving the Quality of Educational Experiences: The reports from the students demonstrate the need for improvement in the social and psychological

aspects of their educational experiences. They also provide suggestions directly to teachers of young children with special needs which could improve the quality of the child's education. They suggest that a teacher should 1) have a good knowledge of a child's diagnosis and of goals and strategies for educating him/her, 2) give individual attention or observe what the child needs and can do, and avoid, 3) singling out the child or letting him/her use the handicap as an excuse for poor work. In general the students have recommended increased sensitivity and imagination, as well as a basic knowledge of special problems and methods of overcoming them. One student advised the teacher to "look at patterns of strengths and weakness and use common sense and creativity to emphasize the strengths." Another blind student suggested a slightly different tact: "work with the child to find different ways to do the same things as others." The student meant not only the use of tape recorders and large print books in the place of traditional textbooks, but also avoiding frustrating classroom techniques such as the teacher's saying "this" rather than the subject itself, writing material on the board without reading it aloud or explaining it, using purple ditto sheets or mimeograph paper which is difficult enough to read for students without visual problems, failing to break down steps in the explanation of a problem or allowing too little time to complete an assignment. To some teachers who observe a child and become aware of his or her special needs, these techniques may seem obvious, but most teachers will need to consult with the child, his parents and other teachers trained in special education. As part of this individual attention, several students also advised the teacher to "encourage self-reliance, independence, and self-sufficiency" and not to "underestimate what the child is capable of doing." This kind of attention also means not treating the child like a baby, "doing special things that I really don't want done." By treating the child more like anyone else in the class, he/she will feel a part of the group and probably the less frequent victim of teasing and name-calling.

This advice to teachers of young students is all the more significant if it is noted that forty-six percent of the older students rated friendly understanding and helpful teachers who use appropriate techniques as one of the most positive aspects of their school career.

In conclusion, it seems that adults who have been generally successful in the educational system have many good insights and ideas for improving that system. Their suggestions for optimally using both residential programs and mainstreaming, for increasing the psychological and emotional component of their own, their peers' and their families' education and for improving the quality of their classroom environments deserve careful consideration from educators and other professionals working with these people. Perhaps if we seriously consider and try to implement some of the suggestions made by these "consumer experts," the quality of the educational environment might be significantly improved and enriched for all students.

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PARENTS AND THE GIFTED HANDICAPPED CHILD

If a child lives with pity, he looks down upon himself;
If he's placed upon a pedestal, he looks down upon the world.
If a child's strengths are noted, his limits seem less binding;
If his special needs are met, then his talents flourish well.

If a child is set apart, he feels different and alone,
If his difference is accepted, he has freedom to belong.
If a child is given challenge, he can savor his success;
If his worth is in his person, to success he's not a slave.

It's the giving and receiving that makes the child grow strong
as a valued human being, that is different, yet belongs.

Dorothy P. Cansler

In an effort to explore the needs and roles of parents in facilitating the optimum development of the gifted-handicapped child, members of the project staff reviewed some literature, and interviewed parents of gifted-handicapped children as well as gifted-handicapped adults whose graduate degrees and professional accomplishments indicated their superior ability. Some fifteen persons were interviewed with a semi-structured format which enabled them to address similar issues while also permitting individual emphasis to emerge. The handicapping conditions included blindness, deafness, bone disorders, cerebral palsy and short stature. Interviews were taped and reviewed for themes, commonalities and practical suggestions that could be useful to professionals involved with the gifted-handicapped population of parents and children.

The ensuing observations and suggestions are not presented as a full or comprehensive treatment of parent needs and roles, but as a preliminary compilation of insights gained from these initial interviews. It is anticipated that further subjects can be interviewed during the next year and that a more extensive treatment of this subject can be undertaken.

1. *Parents' Needs: Professionals' Response:*

Parents have indicated a need for a clear, accurate, non-jargon interpretation of their child's developmental delay and acceleration with ample opportunity to ask questions. They want to receive direct information during the early encounter with the professional, but may also need time to assimilate the initial impact and formulate new questions as they think through the implications of the child's developmental status.

Professionals can reassure parents by recognizing the normality and appropriateness of their questions and concerns. Parents can be helped by preparing them for some of the experiences that they and/or their child can anticipate. If a child needs corrective surgery, medication, special equipment or materials, parents will welcome some information about what they may expect and also how they may prepare their child for experiences he will encounter.

Some parents have found that handicaps are equated with mental retardation in both lay and professionals' minds and have felt their child's gifts were overlooked or minimized because the handicap has taken the primary focus.

Parents have expressed a desire to have their own knowledge and information recognized as a valid source of information. It has been difficult for some parents to trust their own judgment when there is a difference of opinion, but in retrospect, experiences have sometimes shown that parents know their child's needs or capabilities better than the professionals. Parents need support in sharing and trusting their own observations and judgments.

Specific suggestions for training and managing the child give parents greater security within themselves and confidence in the professional. Such concreteness enables the parent to have a focus and purposefulness in his parent-child relationship and also strengthens the parent-professional relationship.

Parents have expressed a strong desire for very honest feed-back about how their child is doing in relationship to "normal" children. Although the Helen Keller and Franklin Roosevelt stories are inspiring, some parents have expressed a desire for a realistic picture of their child's talents and the limitations which the disabilities may impose since every child will not achieve such eminence. While this can and need be only one part of a discussion with parents, their expectations of the child can be more realistic and appropriate if they are given correct information about the child's present functioning. Within this interpretation there needs to be also the recognition of the value, and positive impact the parent's and professionals' intervention can produce. The combination of realistic appraisal with recognition for past accomplishments and hopes for improvement in needed areas will likely produce the best results in parental expectations and parent-child interactions.

Particularly at the preschool level, parents often need help in facilitating the child's affective as well as cognitive development. Professionals can help parents of the gifted-handicapped child see their child first as a person whose basic needs are the same as the non-handicapped and non-gifted children. Such emphasis can often assist the parent in appropriately understanding and prioritizing the child's needs and experiences.

Finally, professionals of all kinds need to be knowledgeable and creative in the use of resources and services within their geographic area. Parents often need assistance in locating the appropriate service to meet their needs or their child's needs. Such help is not only a parental expectation, but a professional responsibility which can serve to maximize both child and parent potential.

II. *Children's Needs: Parents' Response:*

1. *Child's Self Perception:* Of all the roles parents play in relation to their gifted-handicapped children, perhaps the primary and most crucial one is in the early establishment of the child's self image. It is the child's view of himself that either motivates positive interactions and achievements or stultifies growth and eventuates in withdrawal. A young writer with cerebral palsy says, "My physical limitations are obvious, but we're also captives of ourselves. That which is in our hearts, minds and souls can be far more imprisoning than outside obstructions."[1]

Because the parents' perception of the child is so likely to be the perception the child acquires of himself, parents may need assistance in examining their perception of the child and their early interaction that tells the child of his value, dignity and wholeness. One young woman described her mother's experience in helping formulate the daughter's self image, "My mother said, 'it just killed me to see you cry and to see you get all upset (when you were ridiculed as a child), but I knew I had to keep a stiff upper lip. I knew if I got upset, you'd remember that and you would automatically think that your condition was bad'."

Often the parent's own struggle to accept the disability may compound the child's difficulty in seeing herself as an adequate person. A blind social worker said, "(my visual limitation) was most difficult for my mother...she would run me from one opthalmologist to another up until I was in high school. She was trying to find some doctor who would 'fix it'. When I reached the point of saying 'Hey, look, why don't we stop?' she accepted it."

Some parents have also played a significant role in the child's self image by valuing and attending to the child's personal appearance. "... 'Why am I so ugly looking?' and there goes the self image. Mother and Daddy made me look nice, clothewise and told me how nice I looked. They made me know I was good."

Parents can also help the child's self image by giving him reinforcement for his accopmoshments and realistic assessments of his achievements. Two deaf persons said, "Don't lie to us about our accomplishments or we won't trust you when we later get more objective appraisals." "The important thing to make the child feel secure about himself is to tell him honestly of his level with the standards of a hearing person."[2]

A number of gifted-handicapped adults expressed appreciation for the way their parents understood their need for being seen first as a person with the common human needs of affection, achievement, encouragement, discipline and belonging. Such recognitions and treatment by the parents had served to reinforce the child's image as a person whose similarities to others were greater than their differences.

In recounting an episode between herself and brother, one young woman recalled a vivid experience of learning that her parents would not accept

her handicap as the cause or excuse for problems she encountered with her brother. This recognition enabled her to gain insight that her differences could not be used to expect special privilege or explain away the normal sibling rivalry. Consequently, her self-perception as a regular member of the family was enhanced.

2. *Perception of Handicaps: Chained or Challenged:* Not only do parents play a significant role in the establishment of the child's perception of themselves, the parents perception of the handicap itself figures largely in the child's attitude toward the handicapping condition. The successful adults who have seen their handicaps as a challenge rather than a deterrent to achievement have given large credit to the parents who have encouraged them to do what they could, but have not saddled them with such high expectations that the child was afraid of failure. Some failure is a part of every normal life experience. One deaf man says, "Everybody has to fail sometimes, you can't win every battle...let us lose a few battles... that's how we learn what we can do."

Since the handicaps are usually apparent before the child's special gifts, parents and others may focus on the disability and see only the child's limits. Sometimes parents may be so anxious about the handicap that they try to hide or deny its existence, thus putting pressure on the child to compensate or deny his limitations. Too often a physical disability is equated with mental retardation and the child is perceived as limited and therefore never given the opportunity to demonstrate or develop his potential.

Because the handicapped child may frequently need to accomplish tasks in a manner different from others, the child may also be allowed to create his own approach to a task. One mother of a child with foreshortened arms indicated that she had learned to simply present the task and let the child develop his own strategy or techniques for accomplishment. In addition to developing his own sense of adequacy, he usually came up with a better solution than the parents might suggest.

Anticipating a child's needs so fully or shielding him from solving his own problems may also prevent his learning how to ask for the help he needs. One young woman described the positive experience of having her parents ask the school personnel to give the child no extra privileges and leave with the child the responsibility of asking for special assistance needed.

Ridicule and reactions of others may be one of the most difficult problems a young handicapped child encounters. Parents can help their child deal with this by helping the child to recognize that all children have strengths and weaknesses and that ridicule may sometimes come from people whose feelings about themselves are shaky. Parents have also helped to prepare the child in advance for such encounters by giving them some straight forward answers that may be used to explain their condition. Giving the child the opportunity to speak for himself may give the child the assurance that they can handle these situations. "When (people asked my mother questions about me) she would say, 'She can talk, ask her.'...she made me develop my own personality by learning how to deal with it myself...which was good."

give the child the assurance that they can handle these situations. "When (people asked my mother questions about me) she would say, 'She can talk, ask her." ... she made me develop my own personality by learning how to deal with it myself ... which was good."

Finally, the parent may help the child to recognize that every person has some handicaps and that whether or not a condition does become a real handicap depends on the person's perspective. Society has defined handicaps, but each person chooses to permit or prohibit its becoming a barrier to their development. An orthopedically handicapped young woman says, "While we have handicaps, I'm sure that all people have them ... While I have a limp, the person next to me may have a learning disability or rotten teeth ... It depends on one's perception, whether or not that's a handicap."

3. Perception of Gifts: Superiority vs. Service:

Children will likely acquire their parents' attitude toward their special talents or superior ability. Gifts may be seen as a cause for superior feelings toward others or may be perceived as a means of serving and relating to others. The parents who place a gifted child on a pedestal may place the child in a lonely position which he may continue throughout life. The parents who enable their child to perceive his gifts as a source of service to others may be opening the door to a world of satisfaction and belonging. A deaf student writes, "I have a strong belief that parents must train their children in the right way when they are young. In this way, it can enlighten the child much if he knows that he can accomplish much to society."[2]

Several adults expressed appreciation for their parents efforts to expose them to varied opportunities. This permitted the child to develop his own interest or talents and subsequently select their own goals. The need for formulating their own life goals was mentioned as especially important. In some cases the pressure to live up to parents' goals may produce achievements, but without the person's inner satisfaction. Though the dynamics of living up to parental goals may be true for any gifted child, this may be exaggerated in the gifted-handicapped child whose parent may push the child to compensate for the disability. Pressure to achieve high goals because of the gifts as well as frustrations caused by the disability may place the child in double jeopardy by his being unable to meet the "gifted expectations" and also trying to meet "normal expectations" in the area of his disability.

Some parents have helped their child to perceive their gifts as a means of serving their disability group. One father of a deaf girl said to his daughter, "You can represent the deaf ... and I'll do it with you. We have to do the best we can with what we have and I'm proud of you."

4. The Child's Interpersonal Relationships: Dependence vs. Independence: Parents play a primary role in the development of their child's pattern of relating to others. While every child must deal with the problem of dependence versus independence, the gifted-handicapped child's adjustment in this area may be complicated by the need for certain dependencies due to the disability as well as a greater drive for independence because of his unusual gifts.

Professionals may need to be understanding of the parent that is frequently labeled "overprotective" and recognize that the fine line between doing enough or too much is hard to define. Parents may be helped to recognize the long term growth and satisfaction the child and parent experience by facilitating their child's independence. Although the daily time required in letting a child do for himself is frequently frustrating for the parent, the long-term gains may be worth the effort. One gifted-handicapped adult advised parents, "It's so much easier to do for somebody than to let them do ... If a child is able ... take the extra time to let him do it."

The gifted-handicapped child who may both want and utilize a high degree of independence will also need to learn to accept necessary assistance from others. The parents who give him both needed support and ample opportunity for growing independence can establish a pattern of both receiving graciously as well as seeking self-reliance. Such experiences lay the groundwork for constructive interpersonal relationships. One man with an orthopedic handicap writes, "In a funny kind of way, we find our lives only by throwing them away, by taking all kinds of stupid risks, not only to physical well-being, but also to any self-centered notion that we can somehow be independent of other men ... People marvel at my "independence" completely failing to see that my independence is a by-product of acknowledged interdependence. I have achieved freedom to give what I have, because I have been willing to affirm how much others have given." 3

The key ingredient to the successful handling of the dependence-independence issue seems to be the flexibility with which parents allow the child to move from dependance to greater independence. The child who is forced to remain either unnecessarily dependent or prematurely independent, may have difficulty with either or both of these relationships with others.

5. *The Child's Use of Self: Competence vs. Compensation:* One of the most frequent experiences reported by gifted-handicapped adults was that of having to compensate for their disabilities. A woman of short stature says, "I always knew I'd have to try extra hard ... I knew I'd have to go three-fourths of the way to make a friend and to get a job and that I'd have to sell myself to an employer."

Parents' realistic encouragement may minimize the need for such compensation while the absence of such praise may exacerbate the problem. A young man with cerebral palsy writes, "Overcompensating and attempting desperately to prove yourself, often puts you in cold isolated confinement ... I can now understand one thing that propelled me to prove things I didn't have to prove even though my parents gave me the tools to be independent, they feared to praise may accomplishments. To do so, might have given me unreal expectation and ultimately hurt or even failure. But the lack of expressed acknowledgement from them had about the same effect as too much praise ... I sought achievement after achievement for their acceptance. Perhaps even when they were most proud, they feared to show it." 1

The child's natural and spontaneous pleasure from achieving a sense of competence may be facilitated if the parent is not hiding the child's disability or if it has not become the focus of parental attention. Appreciation was expressed for the parents who encouraged and supported the child's acquisition of new skills as a growth experience rather than as a compensation. The encouragement of hobbies and group social activities was seen as positive parental expressions that helped give the child skills. Often the handicapped child may have limited experience in dating and relationships with members of the opposite sex and parents can help the child acquire greater social skills through groups in the home.

6. The Child's Place in Society: Segregated vs. Mainstreamed: As the child begins to find his place in the world beyond his home, parents play a significant role in preparing him for those encounters. In describing his parents's role in preparing him for those experiences, one deaf man recalled, "Mother said, 'Remember, no one else on this earth is any better than you are, but don't forget you are no better than anyone else.' ... She did something for me and I've never forgotten it."

Early decisions about the setting for the child's education or treatment of his disability may broaden or restrict the child's options at a later time. Parents feel keenly the responsibility for such choices as are represented by oral, visual or total communication training for the deaf. Parents face a dilemma as they make choices that will determine the child's opportunities for experiencing the "real world". In commenting on their needs, two deaf men suggested that parents try to make choices that would maximize the child's options as they move through life and that the child would often need to move between the "handicapped" world and the "mainstreamed world". One said, "I think we need some time with people who share the same problems we share, I think we need some time with people who don't share the same problem we share. We need to have the opportunity when it is needed to go from one to the other. That is my concept of mainstreaming."

Parents who recognize both these needs, may be flexible in their attitude and permit the child to cross the bridge between the two worlds as he alternately or concommitantly needs support of like persons and stimulation from others.

Finally, parents may most help their child to find his way in the world by giving him a "safe" place to retreat at times as he struggles with the competition, ridicule, or frequent barriers of the so-called "normal" world. One woman described such an experience, "Home was a place that I knew I could come back to ... that there would be no ridicule, no problems, everything would be nice ... it would have been more comfortable to stay there than go to school ... but we *had* to go to school. Home was a shelter, but wasn't a sheltering place."

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DELIVERY OF SERVICES

BACKGROUND

The mode of service delivery varied each year of the Project. During the research and planning year, children were served on a regional basis through a resource program. The second year, the focus for service delivery was demonstration classrooms located in two sites: 1) the Resource Room for Gifted-Head Start children, and 2) the DDDL Classroom for Gifted-Physically Handicapped children.

THE STATEWIDE CONSULTATION MODEL

Continuum of Services:

In the third year of the Project, in order to increase services to a low-incidence population, a statewide consultation service was established. Identification procedures utilized are specified in the Identification section. In order to maximize direct services to meet the varying needs of children identified across the state of North Carolina, a continuum of services was established. This continuum of service alternatives permitted the Project staff maximum flexibility in meeting the needs of children, their families, and collaborating agencies.

Type of Service	Continuum of Services Description
Chapel Hill Demonstration Classroom	Children participated in demonstration classroom M-Th. from 8:30-12:30. One child participated 3 days and was in a regular nursery program the other days.
Prescriptive Generating Center	Children had a short-term placement (1-3 months) in demonstration classroom. An Individual Education Program was developed, Gifted-Handicapped staff consulted with program receiving the child to facilitate its implementation & give whatever support was needed.
Bi-Monthly On-Site Consultation	Children were served by Gifted-Handicapped staff training and consulting with the educational personnel in their programs. In one site where children were identified but no appropriate program available, Gifted-Handicapped staff conducted a bi-monthly demonstration program which catalyzed local resources to begin an appropriate program.
Periodic On-Site Consultation	When, because of child's present placement, bimonthly consultation was not appropriate or possible, Gifted-Handicapped staff structured consultative services in whatever way was most helpful.
Correspondence and Training	When distance and staff limitations restricted regular consultation possibilities, children and their referring agencies were served by correspondence and one or two workshop sessions designed to meet the specific needs of the referring agencies.

Consultation Sites:

The consultation sites included the following types of agencies: a developmental day care center, a United Cerebral Palsy center, a public school program for the hearing impaired, a preschool satellite program of the School for the Deaf, public school kindergarten and first grade classes, developmental evaluation clinics, and a local church. In four of the sites, staff field tested the first edition of the "Planning Guide for the Gifted Preschooler", making suggestions and modifications based on their experiences. In working with the public schools, the task was to provide the teachers with support and resources when they had no previous experience or training in the particular handicapping condition of the child referred.

In Fayetteville, North Carolina, in coordination with the Developmental Evaluation Clinic (DEC) seven appropriate unserved children were identified. The Gifted-Handicapped staff and the DEC Early Childhood Specialist decided to begin a bimonthly morning program including activities for children and parents. This program is described in more detail in the section on Dissemination, Training, and Outreach.

In all of the consultation sites, one of the crucial roles of the Gifted-Handicapped Project was to facilitate the implementation of Public Law 94-142, the new federal legislation mandating appropriate educational placement for all handicapped children. Gifted-Handicapped staff were involved in planning nondiscriminatory testing, enabling Individualized Educational Planning Conferences, advocating placements into least restrictive environments, and educating parents regarding their rights and responsibilities.

D.D.D.L. EVALUATION

An interdisciplinary evaluation at the Division for Disorders of Development and Learning was available to each child and family, either prior to admission so that the information could be used as a basis for the decision about acceptance, or after admission for program planning. Appendix J outlines the procedure followed by the evaluation.

The information and expertise found in the interdisciplinary setting made a significant contribution to the intervention provided through the Gifted-Handicapped Program. In return for these services, the staff and students of the D.D.D.L. had the opportunity to learn from and work with some very interesting children who, in spite of the fact they were handicapped and very young, were functioning extremely well. The staff of the Gifted-Handicapped Project and the staff of the D.D.D.L. worked cooperatively, sharing responsibilities for home visits, chairing conferences, and special education evaluation so that families received well-coordinated services, channeled through the structure of their child's preschool program.

INDIVIDUAL PROGRAMS

Based on the formal and informal assessment done throughout the screening and evaluation process, an individual program was designed for each child. In the statewide consultation service, this was done by providing support to agancy personnel. In the demonstration program, the families were included in identifying goals and objectives, in providing information on their child,

and in planning their own project involvement. Their participation is discussed in detail in the section on the Family Program. In the demonstration program, individual objectives were written for each child every three months based on the interdisciplinary evaluation, informal assessment relating to the cognitive component of the curriculum, and developmental assessment using the *Learning Accomplishment Profile* (including the areas of social-emotional, self-help, language, fine and gross motor). Often the objectives in these latter areas were based on both the developmental assessment and the recommendations for therapy from the interdisciplinary evaluations.

CLASSROOMS

Over a three year period, the project staff developed two different classroom service delivery models: a resource program and a daily program. Both classes utilized the project's curriculum and planned similar types of activities.

Gifted-Handicapped Class:

The class for physically handicapped children, housed in the Division for Disorders of Development and Learning at the University of North Carolina at Chapel Hill, met four days per week, Monday through Thursday from 8:30 - 1:00, September through May the second and third project years. Friday was used for planning and evaluation. Class activities ranged from fifteen minutes to one-half hour, depending on the activity and the children. Although there was a normal routine, the schedule remained flexible to accomodate special activities, events, and field trips. The basic classroom activities and schedule was as follows:

Gifted-Handicapped Class Schedule

9:00 - Individualized Lesson:	** Activities were based on the individualized educational program of each child, requiring individual, rather than group, activities.
*9:30 - Opening Group:	Song News: Children were encouraged to tell the group about some recent event in their lives and how it made them feel.
	*** Finger games, songs, or riddles related to the unit. Sequence of day's events
9:45 - Unit Lesson:	Activities related to unit topics and based on Bloom's cognitive domain (usually language or reasoning activity)
10:00 - Gross Motor:	Free choice activities Activities related to each child's I.E.P.

10:20 - Snack/Bathroom	
10:35 - Free Play:	Children chose activities based on their own interests until all were finished toileting
10:45 - Unit Lesson II	Children again participated in unit activities involving projects, work sheets, dramatizations, or art.
11:00 - Story and Discussion	
11:15 - Individualized Lesson	
11:30 - Art or Music	
11:45 - Preparation for Lunch	
12:00 - Lunch	
12:30 - Preparation for Departure	Free play while parents had an opportunity to stop in and chat with teachers

* Opening Group was not held until this time to accomodate children coming from a distance.

** Individual therapy was scheduled at varying times of the morning, depending on the therapists' schedule, classroom schedule, and whether therapy was to be done in the classroom or therapy room.

*** Other activities besides the unit lessons, were correlated with the unit.

Gifted-Head Start Resource Room:

Children selected from six centers attended the resource room two mornings each week from 9:15 to 11:30. They were transported by bus to the center where the resource room was located. Some of the children, although gifted, had some areas of delay (i.e., fine motor skills), possibly because of a lack of experience. Therefore, the curriculum approach, focusing on strengths and weaknesses, was as appropriate for this population as for the gifted-handicapped, and programming was similar to that of the gifted-handicapped classroom.

Since the Head Start gifted class was a resource class, assessment and planning and objective setting was coordinated with the child's regular class teacher as well as with the parents.

The schedule for the resource room was also flexible to accomodate special events, but generally used the following as a guide.

Gifted-Head Start Class Schedule

9:15 - Arrival and Breakfast

9:30 - Opening Group

9:40 - Unit Group Lesson

10:00 - Art

10:20 - Free Play

10:30 - Fine Motor - Writing

10:45 - Math (number concepts, measurement, seriation)

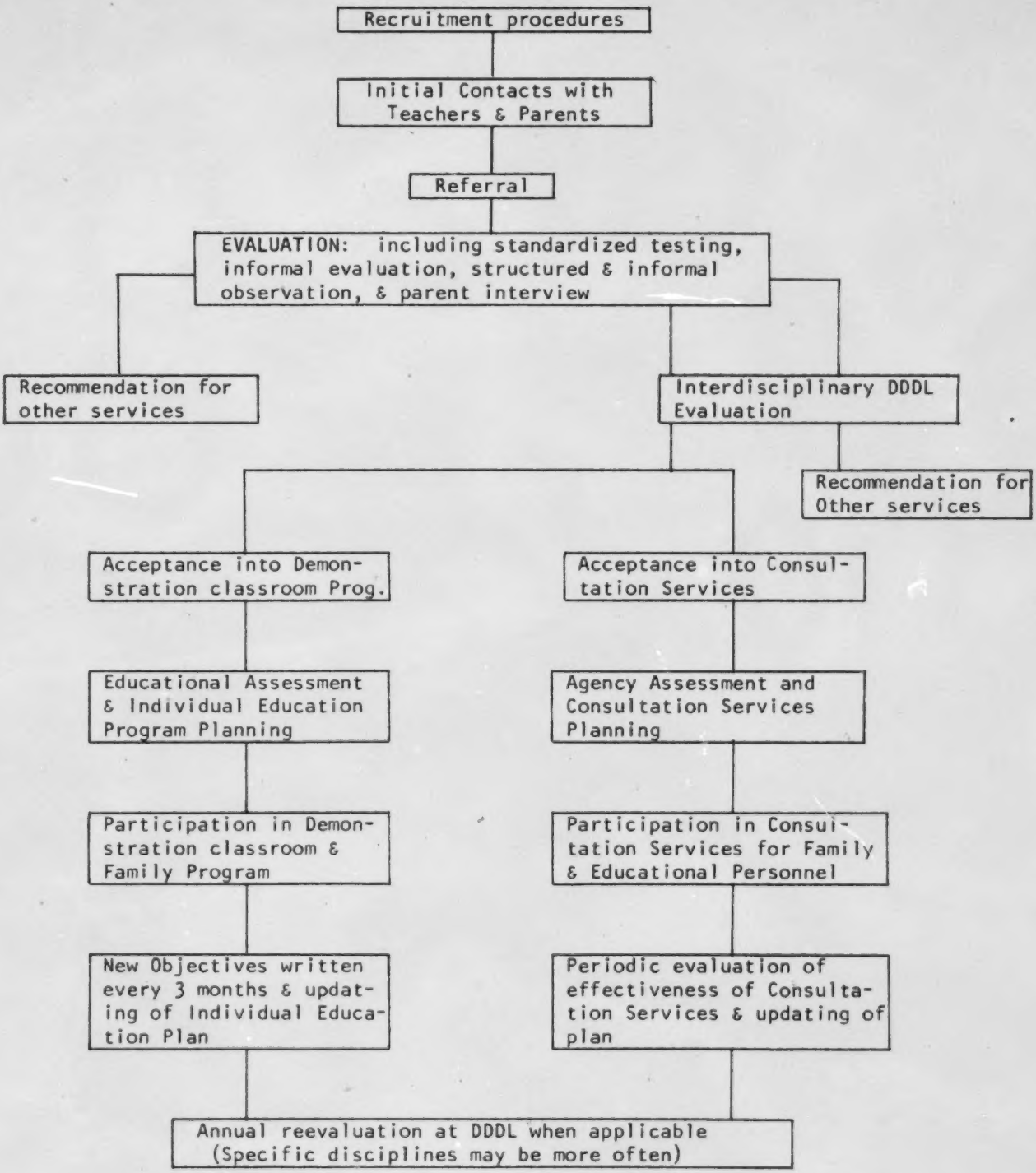
11:05 - Story

11:25 - Clean-up and Departure

PLACEMENT IN OTHER PROGRAMS

Each year of the project, based on the individual needs of the children enrolled, Gifted-Handicapped staff were involved in locating and facilitating placement into other programs. During the third project year, spring individualized Educational Planning (I.E.P.) conferences were held for each child in the demonstration program. This format provided an opportunity for all of the professionals working with the child to meet with the agency(s) where the child was being placed and the parents for a joint planning session. Consensus was reached on the child's present level of functioning, annual goals, short-term objectives, and services required for the coming year (see sample I.E.P., appendix Z). In one case, although the four year old blind child being placed was going to a private preschool program, representatives from the child's local school district participated in the conference. Specific activities involving the school systems' preparation to meet the needs of a gifted-blind child the following year were included in the I.E.P. In this instance, as well as the other conferences held, the I.E.P. format enabled long-range and short-term planning through effective professional-parental communication.

The following flow chart depicts the service delivery process of the Gifted-Handicapped Project during the third year. This same process was used during the first two years, except for the statewide consultation services.


Recruitment procedures
Initial Contacts with Teachers & Parents
Referral
EVALUATION: including standardized testing, informal evaluation, structured & informal observation, & parent interview
Recommendation for other services
Interdisciplinary DDDL Evaluation
Recommendation for Other services
Acceptance into Demonstration classroom Prog.
Acceptance into Consultation Services
Educational Assessment & Individual Education Program Planning
Agency Assessment and Consultation Services Planning
Participation in Demonstration classroom & Family Program
Participation in Consultation Services for Family & Educational Personnel
New Objectives written every 3 months & updating of Individual Education Plan
Periodic evaluation of effectiveness of Consultation Services & updating of plan
Annual reevaluation at DDDL when applicable (Specific disciplines may be more often)

CURRICULUM MODEL

The goal of the direct services to children through the Gifted-Handicapped Program was to provide a preschool program that achieved a balance between enrichment programming and remedial programming, with activities that were developmentally appropriate for preschool children. As opposed to the deficit-oriented curriculum which focuses strictly on the handicapped child's disability, the Gifted-Handicapped Program curriculum recognizes strengths as well as weaknesses.

In order to achieve this balance, the curriculum is multifacted, designed to include three major components. Within the basic design of the *unit topic approach*, there is a framework that allows for programming to enhance special abilities or *strengths*, and to develop *weaknesses* in other developmental areas as well.

UNIT TOPIC APPROACH

Within the unit approach, instruction is organized around a central theme or concept. Topics may be oriented around subject matter, special events, or more general areas of study. Advantages of the unit approach are its popularity and flexibility. Many existing preschool programs organize activities within a unit framework, and will be able to select activities from the *Gifted-Handicapped Supplement to the Outreach Planning Guide*, without changing any major curriculum variables. The model demonstrates how to plan appropriate activities for gifted children within the same topics all children are studying. (See appendix K : List of Units.) This approach is well-suited to both mainstreaming and individualization. One unit may last one to two weeks.

COGNITIVE CURRICULUM COMPONENT

The cognitive area of the gifted-handicapped curriculum is newly-developed by the project and is an innovative approach to preschool curriculum. The term cognitive is used in a broad sense to include cognition, reasoning, language, creative thinking and many activities which may also fall in other developmental areas. The model used to specify objectives within the unit approach is based on the taxonomy of educational objectives developed by Bloom (1956). Previous curriculum adaptations of Bloom's taxonomy have not dealt with activities which are appropriate for the very young child. The model, adapted to the preschool level, enables programming at higher cognitive levels and insures that all activities will not be rote learning memorization at the knowledge level. A key factor in this portion of the curriculum focuses on *learning to learn* by applying and synthesizing basic information.

The six major classes of objectives within the taxonomy are knowledge, comprehension, application, analysis, synthesis, and evaluation. Although not mutually exclusive, this ordering is somewhat hierarchical in nature, with objectives in one class being built upon behaviors or objectives in preceding classes of the taxonomy. Table I shows sample activities at each level. Whereas most teaching and learning at the early childhood level remains at the knowledge and comprehension levels of cognition, this component of the gifted-handicapped

curriculum is designed so that within each unit, the activities move up the hierarchy as the unit progresses, so that the children have the opportunity to apply, synthesize, analyze, and evaluate the information they are learning. Not all children progress at the same rate, or as far through the hierarchy, but all children had some objectives at the levels requiring more advanced skills. Activities at the more basic levels are structured and more teacher-directed. As a student progresses past knowledge and comprehension, learning is more discovery oriented drawing on the creativity and interests of the children and making use of interest centers. Thus included in the *cognitive* area of the curriculum, based on the taxonomy, are art activities, games, and other activities not traditionally classified within the cognitive domain. One of the strong points of such a model is that it can be applied to almost any subject matter. A sample unit, including some of the basic objectives, follows in Table 2. In the curriculum supplement, being published simultaneously with this monograph, twenty expanded units based on this model are included.

DEVELOPMENTAL OBJECTIVES AND THERAPY

Developmental assessment of each child was done and objectives set in all developmental areas based on the *Learning Accomplishment Profile* and recommendations for therapy from the interdisciplinary evaluation. These objectives included activities appropriate for each child based on his disability and developmental age (i.e., balance activities, self-concept activities, etc. for a blind child) in the areas of language, self-help, social-emotional, fine and gross motor. Much of the therapy was accomplished by therapists demonstrating to teachers what to do in the classroom to incorporate therapy objectives into activities. In addition, one child with cerebral palsy received individual therapy in occupational therapy, speech therapy and physical therapy. For those children who are reading, basic instructional objectives are included in this area, while many of the generalization activities were planned during group unit lessons based on the taxonomy.

TABLE I

BASIC OUTLINE OF LEVELS AND APPROPRIATE ACTIVITIES

Description of Level	Major Task	Specific Activities by Child	Specific Activities by Teacher
The *knowledge* level includes activities or behaviors that emphasize recognition and recall of facts, ideas and material or phenomena. Some minor alterations of the material learned originally may be expected, (e.g., labeling of a picture as a dog even though he has never seen that exact picture before) but tasks at this level are mainly remembering information.	The student reproduces with little or no change, what was presented to him. Common objectives in this category are: a. stating definitions verbatim b. stating specific facts c. stating rules	Attend, look, listen, read, remember, recites, recognize, touch	Direct, give information (lecture) show information (demonstrate or show)
The *comprehension* level includes objectives, behaviors, and responses which represent or are indicative of understanding of a communication.	The student must not only repeat, but must "understand" what he has learned at least well enough to paraphrase it or state it in another form.	Discriminate, simple demonstration, explain information	Demonstrate, listen, ask questions
Skills at the *application* level are demonstrated by use or application of information rules, or abstractions when given a new problem in which no mode of solution is suggested.	The student is required to use a method, rule or principle to solve a problem. The problem must be new.	Solve novel problem by use of abstraction in particular and concrete situation, construct project	Observe, criticize, organize field trips and contests, facilitate what student is doing, help design student projects, present problem situations
The *analysis* level emphasizes the breakdown of the material into its constituent parts and detection of the relationships of the way they are organized.	The student is required to identify the component parts of a structure of a whole.	Figure-ground tasks, find similarities and differences, uncover interrelationships	Probe, guide, act as resource

Description of Level	Major Task	Specific Activities by Child	Specific Activities by Teacher
Synthesis is the putting together of elements and parts so as to form a whole. This is a process of working with elements, parts, etc. and combining them in such a way as to constitute a pattern or structure not clearly there before. Adds the dimensions of uniqueness and originality to previous skills of putting together elements demonstrated in comprehension, application and analysis.	The student must combine elements to make a unique product.	Form hypotheses, make discoveries and generalizations, propose new ways of doing things, produce new way of doing things	Analyze students work, bring in consultants, individualize study
Evaluation is defined as the making of judgements about the value, *for some purpose,* of ideas, works, solutions, methods, material, etc. It involves the use of criteria as well as standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying.	The student tells whether or not a given product meets specified criteria, or compares two products for some purpose and gives his reasoning.	Judges quality based on sound criteria, identifies criteria, makes firm commitment, supports or disputes ideas effectively	Accepts ideas, helps establish criteria for evaluation

TABLE 2: SAMPLE UNIT

UNIT: TRANSPORTATION

LEVEL	MODEL OBJECTIVE	UNIT OBJECTIVE
(Knowledge) The knowledge level requires the ability to reproduce information by recognition or recall.	1. The child will be able to name items which belong in the unit category, when asked, "What is this?" and shown picture or object.	1.a. Child will name items in unit category of transportation, when shown picture or object, and asked, "What is this?" or 1.b. Child will point to picture or object out of group, when asked, "Show me" or Find the car." Items include: car, train, truck, airplane, bicycle, helicopter, motorcycle, fire engine, police car, bus, motorboat, sailboat, ship
	2. The child will be able to *repeat* a simple rule for classifying something in the unit category.	2. The child will be able to repeat a simple rule for classifying things that belong in the transportation unit. *Sample Rules:* 1. Vehicles are things you ride. 2. Things you can ride are transportation.

Description of Level	Major Task	Specific Activities by Child	Specific Activities by Teacher
Synthesis is the putting together of elements and parts so as to form a whole. This is a process of working with elements, parts, etc. and combining them in such a way as to constitute a pattern or structure not clearly there before. Adds the dimensions of uniqueness and originality to previous skills of putting together elements demonstrated in comprehension, application and analysis.	The student must combine elements to make a unique product.	Form hypotheses, make discoveries and generalizations, propose new ways of doing things, produce new way of doing things	Analyze students work, bring in consultants, individualize study
Evaluation is defined as the making of judgements about the value, *for some purpose,* of ideas, works, solutions, methods, material, etc. It involves the use of criteria as well as standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying.	The student tells whether or not a given product meets specified criteria, or compares two products for some purpose and gives his reasoning.	Judges quality based on sound criteria, identifies criteria, makes firm commitment, supports or disputes ideas effectively	Accepts ideas, helps establish criteria for evaluation

LEVEL	MODEL OBJECTIVE	SAMPLE OBJECTIVE
(Comprehension) The comprehension level requires the ability to understand information demonstrated by reorganizing, paraphrasing or explaining.	1. The child will be able to explain a rule for the unit.	1. When asked, "What is a vehicle?" or "What is transportation?", child should be able to tell that vehicles are "things that you ride."
	2. The child will be able to demonstrate, when given a rule, understanding of a unit by selecting those that fit wihtin that unit.	2. When given the direction, "Find all of the things you can ride," the child will select all vehicles pictured or present.
	3. Given a simple analogy format, the child will be able to demonstrate understanding of a particular classification scheme by naming items that belong.	3. Given an analogy such as, "You can ride in a car, you can also ride in a _____." the child will supply the name of something you ride in.
	4. Given a familiar member of a unit, the child will be able to show or describe how it can be used according to the rule or definition for that unit.	4. Given something you can ride on, child will describe or demonstrate how it can be used to take you someplace.
	5. Given familiar members of a unit, the child will be able to group items according to specified dimensions.	5. Given a mural or drawing with sky, land (roads, etc.), and water, child will place vehicles or pictures on appropriate spaces.

LEVEL	MODEL OBJECTIVE	UNIT OBJECTIVE
(Application) The application level requires the ability to use (learned) information (methods, rules, or abstractions) in appropriate situations where no mode of solution has been specified.	1. Child will demonstrate understanding of a given unit by selecting out of a group of pictures or items, those that fit within the unit, with no rule given. 2. Given an unfamiliar object that could easily fit within a given category, the child will be able to decide if it fits in that category. 3. Given pictures of items within unit, child will be able to sort according to new and more complex dimensions.	1. Give the direction, find all the "things you can ride," the child will be able to select all vehicles out of a group of pictures or objects. 2. When asked, "Could you ride this?" regarding unfamiliar items, child will be able to choose those that could logically be classified within the transportation items. 3. After experience in sorting pictures of "things we ride" into basic categories (e.g., things that go in air/water/sea), child will be able to sort according to a new dimension (e.g., fast and slow).
(Analysis) The analysis level requires the ability to identify component parts, relationships among elements, and basis for organization of whole.	1. Given an object or shown a picture, the child will be able to tell what it is about that item that makes it a member of a given category, and either *why* or *how*. 2. The child will be able to associate or disassociate members of a category, *given cues* to assist in answering.	1. When asked, why is a bus a transportation vehicle, child will be able to give some attribute of a bus that makes it a good vehicle. 2.a. Given a picture providing cues, child will be able to answer, "how are a bus and a car the same?" (Child might be shown picture with both traveling on a road.) 2.b. In answer to a question such as, "How are a sailboat and a motorboat alike?" child will provide more detailed response, than "You ride in them both."

LEVEL	MODEL OBJECTIVE	SAMPLE OBJECTIVE
(Synthesis) The synthesis level requires the ability to uniquely organize ideas and materials or discover a unique relationship not readily apparent.	1. Child will be able to select objects of the same category, given *no cues*.	1.a. Child will find two that are alike, given a group of pictures or objects. 1.b. Child will describe why he chose them as being the "same".
	2. Child will be able to give verbal answer to explain similarity of two items.	2. Child will answer, "How are a jet and a helicopter alike?"
	3. Given an unfamiliar member of a given category, the child will be able to think and show or describe a possible way to use it according to the rule for that unit.	3. When shown an unfamiliar vehicle, child will be able to tell or show how it could be a vehicle when asked, "How could this be ridden?"
	4. The child will produce a plan, including several steps, to decide whether something would be good to ride.	4. Child will give at least two steps of a plan to use in deciding if something is a vehicle or not.
	5. Given unfamiliar materials, or familiar materials not ordinarily combined in a fixed manner, child will organize them into a unit member.	5. Given materials such as wood, nails, hammer, cardboard, scissors, etc., child will design "something to ride in."
	6. Given familiar pictures of unit members, child will sort into 2 overlapping categories, by placing in either category A, category B (a second discreet category) or the overlapping area including items with both attributes.	6. Given familiar pictures of "things to ride", child places them in hoop of things that go on land, in the hoop containing things that go fast or in the overlapping area of things that go fast *and* travel on land.
	7. Child will be able to answer questions presented in a "what would happen if..." format.	7. Child will be able to give a logical answer to questions such as a. What would happen if there were no boats? b. What could happen if you combined a boat and a plane?

LEVEL	MODEL OBJECTIVE	SAMPLE OBJECTIVE
(Evaluation) The evaluation level requires the ability to judge value for some purpose against criteria and standards, including making comparisons and stating reasons for decision.	1. Given a specific criterion, child will be able to choose best item.	1. In answer to questions such as the following, child will select appropriate vehicles: a. Which goes the fastest? b. Which would be best to take if you weren't able to drive? c. Which would be best if the whole class wanted to go to the zoo?
	2. Given several alternative reasons why an item might be best suited to a particular purpose, child will select an appropriate reason.	2. Given a choice, child will select reason such as "because it holds many people" in answer to "why is it good to use a school bus for the whole class to go to the zoo?"
	3. Child will give reason for his own or given selection of an item for a certain purpose.	3. Child will give answer and logical reason to question such as "What is good to ride to a fire in?"

Suggested Curriculum Resources:

An Annotated Bibliography

The focus of this bibliography is books that contain creative approaches to curriculum development, ideas for teaching, and resources for materials and activities. Although most deal with curriculum for young children, some of the methodological resources will be useful to teachers at many levels. Most of the books are not specifically written for children with handicapping conditions, but have been found to be very useful in providing suggestions for materials and activities that work well with all children or are easily adaptable. The resources are not rated within the listing, as they have all been carefully selected and judged to be excellent by the staff of the Gifted-Handicapped Project. This bibliography is an ongoing project of the Chapel Hill Gifted-Handicapped Program and is expanded as new resources are found or developed.

Blackburn, Jack and W. Conrad Powell. *One at a time all at once: the creative teacher's guide to individualized instruction without anarchy*. Pacific Palisades, California: Goodyear Publishing Co., 1976.

Practical guide for individualizing instruction through the use of learning centers, learning packages, contracts, peer teaching, scheduling, creative dramatics and educational games. Provides rationale for suggestions and worksheets and strategies for a variety of age groups. Also includes guide to resources.

Boston, Bruce (Ed.). *A resource manual of information on educating the gifted and talented*. Reston, Virginia: Council for Exceptional Children, 1975.

Directories of federal, regional, and state education agencies, parent and private sector resources. Listings of films, bibliographical resources and guides. Series of brief articles by leaders in movement for education of gifted.

Campbell, June H., Malvina P. King and Mabel Robson. *Learning Through art*. Boston, Massachusetts: Teaching Resources Corp., 1975.

Specific arts and crafts activities to develop skills in the motor, perceptual and cognitive areas. Several sets of instructions provided for each activity depending on child's developmental level and prerequisite skills.

Caplan, Frank and Theresa. *The power of play*. Garden City, New York: Anchor Press, 1974.

Thorough discussion of development and importance of play. Reviews

research on play and social development, creativity, programming play and play environments.

Carin, Arthur and Robert Sund. *Teaching modern science.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1975.

Based on teaching by discovery and inquiry. Guide to questioning in instruction and guiding thinking processes. Good suggestions on use of equipment, such as Language Master, to enhance multisensory learning, on individualizing science, on creativity, and on science for the visually impaired.

Carlson, Bernice Wells. *Act it out.* Nashville, Tennessee: Abingdon Press, 1956.

Provides plays - one section for children to act, the other for puppet performances. Includes simple acting instructions.

_____. *Funny-bone dramatics.* Nashville, Tennessee: Abingdon Press, 1974.

Includes riddles, puppet jokes, skits with endings for children to create, and plays with instructions on how to recite and act each part.

_____. *Let's pretend it happened to you.* Nashville, Tennessee: Abingdon Press, 1973.

Contains eleven stories with activities for presenting creative dramatics to young children. Situations capitalize on relationship between real-life and story book people. Suggests a sequence and process for presentation of each, including introductory activities to help children identify with the feelings of the characters in the story to be read.

_____. *Listen! and help tell the story.* Nashville, Tennessee: Abingdon Press, 1965.

Good for young children and intermediate age children. Contains verses, poems and stories in which children are invited to take part by responding at the proper time with a sound, a word, a chorus, or simple activity.

Cherry, Clare. *Creative art for the developing child.* Belmont, California: Fearon Publishers, 1972.

Art for children ages two through six years. Focus is on specific activities, that can be pursued without adult assistance. A single book presents a total program including developmental sequence of skills, evaluating progress, method of presentation, rules, teacher's role, classroom environment, materials, safety precautions and many, many excellent suggested activities and uses of basic materials.

Cohen, Elaine Pear and Ruth Straus Gainer. *Art: another language for learning.*

Excellent study of art and children, art and learning, and art and school. Explores many aspects of art including art and cognition and the contribution of art activities for practicing cognitive skills - painting poetry, maps and imaginary places. Suggestions are also included on integrating art with other subjects. The importance of art for everyone is stressed with discussion of art and minority children, art and poor children, art and bilingual children, art and affluent children, art and the gifted, and art and the handicapped.

Cricket Magazine. La Salle, Illinois: Open Court Publishing Company.

Excellent magazine for children containing illustrated stories, poems, cartoons, riddles, activities such as crossword, instructions for experiments and crafts. Suggested for use directly by children at primary and intermediate levels, and as a resource for stories and ideas at the preschool level.

Day, Barbara. *Open learning in early childhood.* New York: MacMillan, 1975.

Basics on how to organize for effective open learning. Includes specific activities and materials for learning centers in communication, fine arts, creative dramatics, science and math, movement, outdoor play, people and places, sand and water play and woodworking. Includes a section on evaluating and record keeping.

Forte, Imogene and Joy MacKenzie. *Creative math experiences for the young child.* Nashville, Tennessee: Incentive Publications, 1973.

One of the many resources in the "Kids' Stuff" series. Suggestions for providing opportunities to use numbers in natural and meaningful settings. Activities are sequentially planned in seven areas - shapes, learning to read and write numbers, sets, size, parts of things, measuring and money.

_____. *Creative science experiences for the young child.* Nashville, Tennessee: Incentive Publications, 1973.

Excercises and experiments in five major areas - living things, earth and sky, water and air, machines, magnets and electricity, and the human body. As in most "Kids" Stuff" publications, actual worksheets are provided, and a problem-solving approach is encouraged.

Furth, Hans G. and H. Wachs. *Thinking goes to school.* New York, New York: Oxford University Press, 1976.

Describes evolution of "A School for Thinking," and thinking games in eight areas including general and discriminative movement, visual,

auditory, hand, graphic, logical, and social thinking games. An attempt to apply Piagetian theory to school practices by providing opportunities for children to apply intellectual powers but not imposing stages or standards of performance. Finding activities which are meaningful and relevant for the child developmentally is stressed. Chapter thirteen on social thinking games makes suggestions along this line for the prereading child.

Gallagher, James J. *Teaching the gifted child.* Boston, Massachusetts: Allyn and Bacon, Inc., 1975.

Comprehensive overview of gifted education including characteristics and identification of gifted students, curriculum modifications, stimulation of productive thinking, administrator and teacher training programs, and special problems of gifted underachievers and culturally different gifted children.

Gallahue, David L. *Motor development and movement experiences for young children.* Bloomington, Indiana: John Wiley and Sons, 1976.

This excellent resource on motor development is a unique combination of theory, research, and practical application. Included is an overview of the role of movement in child development, as well as activity ideas, movement experiences to enhance rhythmic, visual, tactile, and auditory abilities, games and an important section on the role of movement and the nature of play in preschool education. All activities are specific and list objectives.

Hopkins, Lee Bennett and Annette Frank Shapiro. *Creative activities for the gifted.* Belmont, California: Fearon Publisher, 1969.

Enrichment ideas for classroom, school and community. Most are geared toward being independent projects or specific class "jobs," such as a town crier to advertise wonders of a particular state, roman numeral specialists, etc.

Johnson, Georgia and Gail Povey. *Metric milkshakes and witches' cakes cooking centers in primary classrooms.* New York, New York: Citation Press, 1976.

Ingenious use of cooking and a cooking center to develop motor, reading and math skills including learning new vocabulary words (foamy, smooth, etc.), increasing sensory awareness, following directions, measuring, telling time, etc. Book includes information on how to set up, equip, and introduce center.

Kaplan, Sandra. *Providing programs for the gifted and talented: a handbook.* Ventura, California: Leadership Training Institute, 1974.

For those interested in alternative models for curriculum and program design for the gifted as opposed to specific activities. Worksheets and guidelines for developing a written plan for program services for the gifted.

Kaplan, S., J. Kaplan, S. Madsen, and B. Gould. *A young child experiences.* Pacific Palisades, California: Goodyear Publishing Co., Inc., 1975.

Practical ideas for creating learning environments and activities in which young children can learn by being actively involved. Organized around experiences in seven areas - teacher experiences, junk, me, talking, writing, arts, and environment. Includes sample task cards and worksheets for reproduction.

Kaplan, S., J. Kaplan, S. Madsen and B. Taylor. *Change for children: ideas and activities for individualizing learning.* Pacific Palisades, California: Goodyear Publishing Co., 1973.

Another guide for individualizing learning through use of strategies such as learning centers, independent study and effective planning. Units include alphabetizing, architecture, art appreciation, cooking, discovering a neighborhood, maps and measurement, and many others. Also includes sample worksheets. Many activities can be adapted for pre-reading population.

Lorton, Mary Baratta. *Workjobs.* Menlo Park, California: Addison-Wesley Publishing Co., 1972.

Workjobs are activity centered learning tasks, or the children's "jobs", which provide active involvement with materials as a basis for further generalizations. Areas within language are perception, matching, classification, and sounds and letters. Within mathematics - sets, number sequences, combining and separating groups, and relationships are the topics. All materials suggested are readily available and inexpensive.

Maker, C. June. *Providing programs for the gifted-handicapped.* Reston, Virginia: Council for Exceptional Children, 1977.

Surveys what has been done for the gifted-handicapped and what needs to be done based on perceptions of those who live with problems created by handicaps every day. Focuses on unique needs of those who combine giftedness and/or talent with particular disabilities. Presents an overview of issues relating to the gifted-handicapped.

Mandelbaum, Jean. "Creative dramatics in early childhood," *Young Children,* 1975, 30:2, pp. 84 - 92.

Suggestions and techniques for teaching creative dramatics to children from 3 to 7 years. Examples of helpful songs, stories and poems. It is pointed out that dramatic play, original stories, and classroom events can provide the basis for creative dramatics.

McGavack, John Jr. and Donald P. LaSalle. *Guppies, bubbles and vibrating objects: a creative approach to the teaching of science to very young children.* New York, New York: John Day Company, 1969.

A single book which constitutes a total "package" for preschool and

primary science. No special "kits" or expensive equipment are required. Emphasizes children finding own answers, learning from own mistakes and understanding what they are doing. Filmstrips, books for children, and books for teachers are listed. Units include rock sorting, planting seeds, shapes, things that float, topology for tots, magnets and many others.

Mueser, Anne Marie. *Reading aids through the grades.* New york: Teachers College Press, 1975.

A guide to materials and 440 activities for individualizing reading activities. Begins with readiness activities. Gives specific instructions for worksheets and activities as well as a review of published reading materials including reading series, books for children and teachers, and audio materials.

Orost, Jean. *Fostering growth in mathematical skills and scientific inquiry.* New York, New York: MacMillan Co., 1970.

Practical classroom activities for building early learning centers. Includes areas of sets, recognizing geometric figures, comparison of sets, comparison of sizes and shapes, ordering, geometric figures for directions and games. Activities are sequenced with specific instructions and many are in the form of games.

Patterson, Jo. *Why doesn't an igloo melt inside? A handbook for teachers of the academically gifted and talented.* Memphis, Tennessee: Memphis City Schools.

Summary of Project Clue - Memphis' program for gifted and talented - designed to stimulate creativity and creative thinking. Used in grades 4 - 6.

Pile, Naomi. *Art experiences for young children.* New York, New York: MacMillan Company, 1973.

Guidelines for selecting art materials and experiences for young children - especially 3's, 4's and 5's. Extensive materials list and bibliography. A "total plan" for art experiences including presentation, materials, activities, age-appropriate experiences and interpretation.

Sanders, Norris M. *Classroom questions - what kinds?* New York, New York: Harper and Row, 1966.

Art of questionning and planning educational objectives is explored with the goal of developing skills in questioning for more than memory to develop thinking skills.

Science and children. Washington, D. C.: National Science Teachers Association.

Periodical published eight times from September through May. Articles

on science programs and activities. Always a section on early childhood. Volume 13, No. 6 in March, 1976, was special issue on science for the handicapped.

South Carolina Department of Education. *Learning centers - children alive*. Columbia, S. C.: 1973.

Basic "how-to's" in planning and using a learning center approach. Includes references and sources for materials.

Stecher, Miriam and Hugh McElheny. *Joy and learning through music and movement improvisations*. New York, New York: MacMillan Publishing Co., Inc., 1972.

Part of *Threshold Early Learning Library*. Information helps early childhood educators to recognize and strengthen natural abilities of young children and to select and adapt familiar and new materials so that the musical arts can also support, enrich and inspire the total curriculum. Good source book for ideas and records for singing, movement, listening and music of other cultures.

Sykes, Kim, Gail Watson and Ray Menze. *Creative arts and crafts for children with visual handicaps*. Louisville, Kentucky: American Printing House for the Blind, 1974.

A practical resource guide for teaching of arts and crafts to visually handicapped children. Art activities to reinforce learning of other concepts as well as for the artistic experience.

Taylor, Frank, Alfred Artuso and Frank Hewett. *Creative art tasks for children*. Denver, Colorado: Love Publishing Company, 1970.

Multisensory art experiences for exceptional children. One task is on each page (also available on individual cards) with pictorial representation of tasks involved to facilitate use at learning centers. Directions for teachers on how to sequence and on variations.

Torrance, Paul. *Creativity*. San Raphael, California: Dimensions Publishing Company, 1969.

Part of series on early learning of children. Includes past and current investigations of creative behavior of pre-primary children. Teaching activities to encourage creative behavior are suggested. Also includes an annotated bibliography and reference list.

Van Tassel, Katrina and Millie Greimann. *Creative Dramatization*. New York, New York: MacMillan Co., 1973.

Excellent guidebook to stimulate creativity in young children. Sequence leads from early easy movement to characterization and play making. Includes "thinking" and "doing" activities. A special section on the senses is especially stimulating. Bibliography includes general books,

anthologies, poetry, stories to dramatize, books of music, songs and rhythm, records for movement, listening, and song, records, and filmstrips.

Vargas, Julie S. *Writing worthwhile behavioral objectives.* New York, New York: Harper and Row, 1972.

A self-instructional guide to writing worthwhile, behaviorally-stated teaching objectives in the cognitive domain. It is invaluable for teachers at all levels with a sequence of objectives for the reader to accomplish beginning with identifying behaviorally-stated objectives and ending with writing a complete unit of behavioral objectives which includes "understanding," "concept formation," and "creativity."

Wolff, Sydney, and C. Wolff. *Games without words.*

Activities, presented as games, to provide experiences to foster concept development and logical thought. Games are nonverbal to provide language-handicapped children with an opportunity for intellectual growth in an area in which they are *not* handicapped. Originally developed in work with the deaf.

DISSEMINATION, TRAINING AND OUTREACH

Since the Gifted-Handicapped Program was funded to serve a unique population, there has been much interest expressed in it by many groups and individuals since its beginning. In addition, it was necessary to develop some training materials for recruitment purposes. Because of these two reasons, the project has been involved in development of materials, demonstration, and training from its inception.

PUBLIC AWARENESS

In answer to the many requests for information from parents, professionals, and collaborating agencies, a brochure was developed describing the basic rationale for the program and the available services. Articles on new developments were included in the Chapel Hill Training-Outreach Newsletter, in local newspapers, and in the newsletters of Frank Porter Graham Child Development Center, and North Carolina Memorial Hospital. Two children participated in two local television interview shows.

Observers to the program are frequent because of the proximity to the university and because of the large numbers of visitors to the Chapel Hill Outreach Project. Observers included students in the fields of psychology, education, social work, recreation therapy, and medicine, staff from other First Chance Programs in other states (Massachusetts, Colorado, New York) and other countries (Canada, Australia, Sweden).

TRAINING

Materials: In order to answer requests for presentations at national conferences and collaborating agencies, and for use in recruitment, the project staff has developed the following audio-visual and print materials.

Identification of Giftedness in Young Children. This slide-tape presentation, developed for recruitment as well as training, describes behaviors of young children that might be indicators of giftedness or special abilities. It presents a broadened view of giftedness and examples of gifted-handicapped children. (Approximately twenty-five minutes, see appendix E for script.)

Audrey: A Case Study. This is a slide-tape presnetation about a 3½ year-old visually impaired, gifted-handicapped child and her family. Three sections are: Audrey, Audrey's family, and Audrey in the Gifted-Handicapped Classroom (approximately thirty minutes, see appendix W for script).

Gifted Children in Head Start. This is a slide presentation on the resource room for gifted children in Head Start. The two sections include the family program and the classroom.

Training Programs for Parents of the Young Gifted-Handicapped. This manual is intended to be a program source for parent groups of preschoolers. It focuses on content areas that provide parents with resources to expand their child's horizons.

A Planning Guide for Gifted-Preschoolers. This is a supplement to the Chapel Hill Training-Outreach Project Planning Guide. It includes the activities developed for preschool gifted-handicapped children in twenty units based on the application of Bloom's Taxonomy at the preschool level.

Chapel Hill Services to the Gifted-Handicapped. This summary of the project was developed in answer to the many requests for information on different components of the project.

Workshops and Conferences. Table I lists the workshops done by the project staff at various conferences and meetings. A sample agenda from a workshop done for kindergarten teachers is included in the appendices (see appendix X).

TABLE I

Workshops and Training by Outreach Staff on
Gifted-Handicapped 1975-76, 1976-77, 1977-78

Date	Agency	Address	Attendance	Topic
3/76	N.C. Conference on Gifted & Talented	Winston-Salem, N.C.	30	Gifted-Handicapped Project
2/76	Div. for Disorders of Development & Learning	Chapel Hill N.C.	25	Identification of the Gifted-Handicapped
4/76	Council for Exceptional Children	Chicago, Ill,	150	Identification of the Gifted-Handicapped
5/76	First Annual Conference on Gifted-Handicapped	Hartford, Conn.	50	Identifying Giftedness in Young Children
11/76	N.C. Council for Exceptional Children	Winston-Salem N.C.	100	Preschool Services for the Gifted-Handicapped
2/77	Chapel Hill Carrboro City Schools Kindergarten teachers	Chapel Hill N.C.	25	Identifying Giftedness in Young Children
3/77	Division for Disorders of Development & Learning	Chapel Hill N.C.	30	The Gifted-Handicapped Project
3/77	Kansas State Dept. of Public Instruction	Topeka, Kansas	50	The Gifted-Handicapped Child Within the Family Component
4/77	Council for exceptional Children	Atlanta, Georgia	70	Preschool Services for Gifted-Handicapped
5/77	Project Seven Head Start	Berkeley, California		Used Identification Slide show in two Training sessions for agency personnel

Date	Agency	Address	Attendance	Topic
9/77	Gifted/Talented Teachers - Chapel Hill-Carrboro School System	Chapel Hill N. C.	8	Using Bloom's Taxonomy and the Unit Approach
11/77	Durham Technical Institute	Durham, N.C.	12	Preschool Services for the Gifted-Handicapped
3/77	Conference on Gifted & Talented	Raleigh, N. C.	10	Preschool Services for the Gifted-Handicapped
3/78	PREP Project	Douglasville, Georgia	7	Preschool Services for the Gifted-Handicapped
5/78	Developmental Evaluation Clinic	Boone, N. C.	40	Preschool Services for the Gifted-Handicapped

Graduate Students. Many graduate students from the University of North Carolina from the areas of social work, psychology, and education, have interned with the Chapel Hill Training-Outreach Project. During the first year, although many students observed, no practicum students were accepted, as this was the development phase of the project. Two special education interns and three psychology interns from the Division for Disorders of Development and Learning did spend a brief period in the classroom but it was not their placement. One doctoral student in special education did begin an intensive study of the project during that year which has resulted in the completion of two publishable articles and a presentation on the gifted-handicapped at the 1977 Conference of the Council for Exceptional Children.

During the 1976-77 school year, four practicum students had fulltime placements with the project, in addition to the student studying the issues related to the gifted-handicapped. All students were at the Masters level; three from early childhood special education and one from social work. One social work intern was assigned to work with the family coordinator for two semesters. Two student interns conducted occupational and speech therapy sessions under the supervision of D.D.D.L. staff. Responsibilities of students in the classroom were sequenced according to the skills and requirements in their coursework.

During the 1977-78 school year, a social work intern was again assigned to work with the Family Coordinator for her nine month practicum. Two special education students had fulltime placements in the classroom first semester. The second semester, two physical therapy students and two occupational therapy students had short-term placements in the Gifted-Handicapped class. A blind student came once a week to give instruction in Braille to the blind child in the classroom. A music student also came weekly and conducted a special music activity with all the children. A psychology student, under the supervision of the D.D.D.L. psychologist, conducted all the pre and post testing for the children at the beginning and end of the year. A student

from the speech and hearing department, under the direction of her supervisor, did speech therapy and developed a communication board for one of the non-verbal, gifted-handicapped students. Because of the university setting, other students had opportunities to interact with the children on a one time basis.

Table 2 summarizes the frequencies of demonstration and dissemination strategies for 1975-1978.

TABLE 2

Visitors	360	
Brochures	2,500	
Project Newsletter Articles	5	(500 distribution)
Project Publications	2	(800 distribution)
Child Development Institute Newsletter Articles	2	(4,000 distribution)
Newspaper Articles	6	
Journal Articles	3	
Television Shows	2	
Television News Spot	1	
News Release	1	(distributed to 86 newspapers, radio and T.V. stations across N. C.)
Public Service Announcements	2	(distributed to 50 radio stations)
Workshops	27	(700 participants)
Graduate Students	26	

Outreach

In planning for *Outreach*, the Gifted-Handicapped Project has established three replication sites in North Carolina and one in Kentucky. These sites vary greatly in their collaborating agencies and specific objectives.

The Department of Education in Frankfort, Kentucky plans to establish a local school district demonstration program for gifted-handicapped kindergarteners, utilizing the Gifted-Handicapped Project's materials and training resources. In addition, the Kentucky Department of Education has requested assistance in training eighteen field service consultants and one hundred local school district personnel in the identification of and planning for gifted-handicapped children. This replication plan utilizes an existing statewide network, and promises to have extensive impact on services to gifted-handicapped children in Kentucky.

The Durham Head Start agency plans to replicate the resource room model for gifted-handicapped preschoolers. The ten children participating in this program will benefit from Head Start's comprehensive services. The proposed resource room replication services will be further enhanced by integration of the gifted-handicapped students in the regular Head Start Program. This mainstreaming concept supports the intent of the congressional mandate that the handicapped may profit from interaction with non-handicapped peers.

In Fayetteville, North Carolina, the gifted-Handicapped staff have been cooperating with personnel from the Developmental Evaluation Clinic and a local church to begin once-a-week classroom and parent program for young gifted physically-handicapped children. Eight volunteer teachers have been trained for the class and a volunteer professional is assisting with the parent group. Presently, a steering committee consisting of representatives from the public schools, social services, public health, and urban ministries, is doing long-range planning with the gifted-handicapped staff in anticipation of increasing services and securing permanent funding for next year.

Finally, Moore County Children's Center in Southern Pines, North Carolina is in the process of replicating the Gifted-Handicapped classroom model. Although traditionally this agency has served mentally delayed children, they have identified a small group of children who were performing at age level or higher and need a more challenging curriculum approach. This replication site serves as a demonstration of how the network of developmental centers in North Carolina can meet the needs of gifted-handicapped children.

STAFF DEVELOPMENT

The project's staff development component provided opportunities for the staff members to increase skills related to individual responsibilities. Some activities were for the entire staff of the Chapel Hill Training-Outreach Project but those discussed in this section were specifically for the Gifted-Handicapped Program staff.

The major goals of staff development were as follows:

- To orient the demonstration program staff to project goals, objectives, and the roles of personnel
- To assess staff needs and plan for staff development
- To develop and implement strategies to be used in staff development

NEEDS ASSESSMENT

During year one, each staff member was asked to identify the needs they would have in order to meet their responsibilities and to suggest specific experiences, activities, and training to meet these needs. In the second year, staff development needs were identified periodically during planning meetings in an informal method. Needs identified ranged from creative art activities for the handicapped to reading instruction for a non-verbal cerebral palsied child.

PROCEDURES

- Individual conferences
- Attendance at seminar of national leaders in gifted education
- Planning sessions
- Attendance at TADS and BEH Conferences
- Individual reading and study
- Training and orientation by collaborating agencies
- Utilization of consultants
- Participation in conferences
- In-service training with Outreach staff
- Participation in University of North Carolina D.D.D.L. courses and seminars
- Films
- Enrollment in coursework at U.N.C.

Training, meetings, courses, films and other activities were on the topics of assessment, handicapping conditions, mainstreaming, education of the gifted, speech and language programing, the gifted-handicapped, music and drama, working with families, fostering creativity, administration, evaluation, and project planning.

EVALUATION

The staff evaluated the training experiences through the use of a questionnaire; ratings noted that twenty-two percent were exceptional,

sixty percent were good, thirteen percent were fair and five percent were poor. Those activities which received the highest ratings were weekly planning meetings, workshops by consultants on music and drama, individual staff conferences, seminars at the Division for Disorders in Development and Learning, films shown at staff meetings and technical assistance received from TADS.

Suggestions for improvement in staff development included assignment of individual staff members to report on topics of interest on a regular basis, increased use of workshops and consultants, and opportunity for individual staff members to participate in university courses and/or conferences related to their own areas of interest and responsibility.

FAMILY PROGRAM

The family component of the gifted-handicapped program can best be viewed by an initial examination of the overall program philosophy, specific emphasis of the family component, and the unique needs of the population served.

PROGRAM PHILOSOPHY

As a part of an educational program with the developmental and behavioral approach, the family component has also emphasized the importance of individualization in planning for the family as well as the child. Although this project has elected a classroom model of services to the gifted-handicapped child with the family component serving a supportive and ancillary role, the project has affirmed the important, if not critical role the family plays in the child's development. Parents have been involved as a part of the assessment procedure and program evaluation as well as receiving project services.

The project program has emphasized the maximal development of the child's potential while concurrently fostering remediation of deficit areas. In like fashion, parents have also been seen as unique individuals whose strength must be utilized and whose needs must be addressed. Although the classroom orientation and curriculum have been primarily cognitive, the social and emotional development of the child has not been overlooked. Similarly, the family program has addressed itself primarily to the family's role in the child's growth and overall development, but has also looked at the family's total needs, such as health and employment, which may contribute substantially to the child's adequate functioning. These needs must also be addressed directly or by referral if the program is to help the family utilize its assets and remediate its deficiencies.

FAMILY PROGRAM FOCUS

In addition to the orientation derived from the overall program philosophy, the family component manifests a distinctive approach. The principles of adult learning (Knowles, 1970) would indicate that the content and the extent of the adult learning should be flexible, experiential and determined by the adult's interest and motivation. Accordingly, needs assessments have been utilized to help select program content and format. Unlike the child's program which is based on the assumption that the staff's task is to transmit knowledge and skills, the family program has perceived adults as self-directed and problem oriented, and therefore capable of defining the content and extent of their own learning needs.

Because the parent is seen and respected as the repository of much knowledge and experience, the staff member is not viewed solely as a channel

for transmitting cognitive input to the parents. The staff role is seen as facilitating a climate conducive to the parent's self examination and inquiry into their expectations of the child, relationship with him, and role in stimulating his growth and development.

The parent program has stressed the value of experiential learning such as volunteering in the classroom, advisory board participation, home activities, materials development and program evaluation.

The goal for such a program orientation is therefore not the creation of a product of information for parents to acquire, but the recognition of the process of parents self-perception and identification of constructive parent-child interaction.

This project has perceived parent and teacher roles as different though complementary. Parents have been recognized as the first and natural or spontaneous teachers of their children (Schaefer, 1972). In this program, parents have been encouraged to become more aware of their daily interactions and natural opportunities to expand the child's knowledge, encourage his self esteem through positive reinforcement, and foster more abstract thinking, yet keeping an atmosphere of play and enjoyment. Parents have not been required or encouraged to do regular drills or complete specific assignments with their children. The teacher role has been perceived as the planner and implementer of structured activities that enable the child to acquire specific knowledge or skills which parents and staff have jointly set as objectives.

Parent participation in the program has not been mandatory, nor have parents had expectations placed on them. The project has encouraged participation in providing opportunities for classroom involvement as well as decision-making experiences through planning the children's objectives and working on policy on the advisory board.

FAMILY PROGRAM FUNCTIONS

The basic functions of the family program have been to provide:

1) *Supportive counseling:* The project staff has not assumed a therapeutic role with the families, but has been available to discuss concerns about the child and/or family relationships when needed.

2) *Liaison with the classroom:* Throughout the year there have been a variety of strategies to keep the parents informed regarding the classroom activities.

3) *Increase in parenting skills:* Through parent meetings, classroom observation and modeling, use of films, video tapes, and printed materials, parents have been given opportunities to examine and modify their parenting skills.

4) *Referral services:* Location, recruitment and utilization of

community services have enabled families to have services which are needed but not provided by the gifted-handicapped program.

5) *Advocacy and advocacy training:* Not only has the project staff been advocates for needed services, but parents have been given support in becoming more knowledgeable and effective advocates for their own children's services.

PROGRAM PERSONNEL

The program has utilized a team approach and all staff have interacted with families. The Family Coordinator, who holds the M.S.W. degree has assumed primary responsibility for planning and implementing the family program for the second and third years of the project. During each of these years, one second year social work student was placed with the agency three days/week for field training. They were engaged in all aspects of the work; recruitment, program planning, videotaping, group meetings, home visits, classroom participation, and materials development. The students had primary responsibility for selected cases which were followed throughout the year.

DESCRIPTION OF FAMILIES IN DEMONSTRATION CLASSES

1). *Head Start:* The gifted Head Start class during 1976-77 was drawn from candidates suggested by Head Start teachers and subsequently evaluated by project staff. These children, though drawn from low income population, probably represented the "cream of the crop." There was one father and three father figures or step-fathers in the homes of the seven children. Two mothers worked outside the home and one mother was a full time student. Most are living in reasonably adequate homes or apartments. They are generally neat and industrious people who, through their initiative, have become upwardly mobile. They do encourage education, since they perceive it to be the key to their child's escape from the limitations of their own educational and vocational experience. Table I shows the educational levels of the Head Start mothers and fathers.

TABLE I

	8th & 9th Grade	10th & 11th Grade	High School	High School & Technical
Educational Status	2	2	3	1

2). *Physically Handicapped:* During both 1976-77 and 1977-78, the Gifted-Handicapped class was almost entirely composed of children from white middle class and professional families. This was not by design but simply represented the total appropriate population referred for services. One child, a ward of the state, has been represented by a couple who acted as her advocates. They have been included as her "family." All families during both years were intact with both parents in the home. Only one mother (1976-77) worked outside the

home and with the exception of that family, all families provided their own transportation, which ranged up to 66 miles per day for round trips. Since parents provided transportation, there was daily contact with the staff.

All parents have demonstrated a high interest in their child's opportunities. Most have shown initiative and willingness to follow through with informal home activities.

The educational level has varied among the total of ten families served by the class during the two year period of its full-time operation. (Two families were served for two years.) As can be seen in Table 2 below, the educational level of the families in the programs is not representative of the population at large.

TABLE 2

	Less than High School	High School	College or Special Training	Advanced Degrees
Educational Status	2	4	8	6

PROGRAM CONTENT

1) *Head Start:* The family program content varied both with individual families as well as with the different populations served. Head Start has always recognized the important role the parents play and had already involved parents in their program. Because the Chapel Hill Project was a supplemental program for the Head Start children and also because studies have shown the desirability of taking a home-based approach with this population (Lazer and Chapman, 1972), we adopted a home-based approach with the Head Start families. There were also efforts to involve them in both workshops and parent meetings.

Home visits: before beginning home visits, each regular teacher who had a child participating in the gifted class was visited by the gifted class teacher and home visitor. The child's current performance, long range objectives and specific strengths and/or problems were discussed. Teacher impressions about the parents and their Head Start involvement were shared at this time.

The family coordinator and the social work intern shared responsibility for the home visits which were made at approximately bi-weekly intervals. A needs assessment (see appendix L) was obtained and parent concerns about their child's cognitive and affective development were solicited. The verbal committment to becoming a participant in the program through the home visits and informal stimulation of their child was also requested. Most parents responded positively and seemed to be genuinely enthusiastic.

Although the visits were informal and open to let the parent present or discuss concerns they might have, the staff also provided some structure to help the parent receive new information and examine her role in the child's development.

Filmstrips and printed materials were used to assist the parent in confirming positive practices or exploring new ways they could foster their child's overall development and creative expression. Activities were brought into the home and demonstrated though no request was made for record keeping, since the parents role as an informal and spontaneous teacher of the child was stressed.

During the first visit, the important role the parent plays in helping form the child's self-concept was discussed and as a follow-up activity, duplicate sets of cards with the child's name, address, phone number, and birthday were provided so that the child's basic identifying information could be learned as a part of his beginning identity. These were used with an activity board provided for the child's home use during the year (see appendix M). Subsequent home visits dealt with "How Your Child Learns", "Parents as Teachers", "Communicating With Your Child", "Stimulating Your Child's Language", "Managing Problem Behavior", and "Your Child's Creative Expression". Additional activity cards that enabled the child to learn colors, shapes, textures, numbers, and the alphabet were provided on subsequent visits. (See appendix M, 1-6 for outlines.)

In some of the visits the father or neighbors also observed the filmstrips. The filmstrips provided an opportunity to discuss the content of the films as well as their own similar experiences. Parents would sometimes disagree with content of the film and this provided further stimulus for examining their mode of child management.

Parent Newsletter: During the last half of the year, the social work intern developed informal home activities that related to the classroom units of study. These were distributed at two week intervals. (See appendix N.)

Group Meetings: Two parent meetings were held, though poorly attended. During the first meeting, the curriculum content and class activity were discussed along with video tapes from the class. Orientation into the program was provided through this meeting and the home visits. The purposes of the program, the individualized approach, and the logistics of the program were explained at that time. The second meeting provided a demonstration of activities that parents can use to stimulate their child at home. Later in the year, three parents attended a three hour workshop with staff, on the creative use of music with preschool children.

2) *The Physically Handicapped Class:* The approach with this group has not been home based. Since these parents, with one exception, have provided their own transportation, there has been regular and informal contact with the staff. The motivation, educational level and skills of these parents have been such that they could make use of other strategies.

Orientation: Parents were oriented to the program through intake interviews with program coordinator and the family coordinator. Prior to enrollment or shortly afterwards, they were requested to observe the classroom through a one-way screen. During the classroom observation, the family coordinator gave basic information on the program using the classroom orientation outline (see appendix O). Parents were encouraged to observe as frequently as they wished and utilize the Classroom Observation Guide (see appendix P) to record their observations which could be later discussed with staff members.

During 1976-77, the social work intern developed a parent manual (see outline, appendix Q) which was given to parents of the physically handicapped class. This was easily modified for initial orientation of parents enrolled at a later date.

Needs Assessment: A Needs Assessment (see appendix L) was used with parents to determine their priority of content areas as well as format for meetings. The Parent Priority of Child Skills (see appendix R) was used to provide parents an opportunity for input into the objectives set for their child.

The areas of greatest interest checked by the parents were used as content for parent meetings and materials distributed. Interest areas receiving highest priority are listed below:

1. Understanding the needs of the gifted-handicapped child.
2. How children learn.
3. Ways to stimulate my child's vocabulary.
4. Information on my child's handicapping condition.
5. Ways to stimulate creativity.
6. Becoming an effective advocate for my child's services.

In response to the Parent Priority of Child Skills, with one exception, parents did not respond with much specificity to the request for skills they wanted their child to attain.

Parent Teacher Conferences: Within the first three weeks, parent-teacher conferences were held to establish jointly selected objectives. These were based on parent priorities and the child's present performance on the *Learning Accomplishment Profile.* Such conferences set new objectives three times during the year. Additional conferences were individually arranged as needed. Much communication around the child's progress was informally communicated at beginning or end of the day. The Individual Education Planning Conference was a valuable opportunity for parents, staff, and other professionals to jointly share in plans for future placement.

Group Meetings: During the 1976-77 year, the parent group was so small that little esprit de corps developed. There were six group meetings that included orientation material, video tapes of the children, films, filmstrips and guest discussion leaders on such subjects as "How Your Child Learns", "Creativity", Advocacy", "Sibling Relationships", and "P.L. 94-142".

Printed hand-outs of information and magazine articles relevant to the subjects were distributed.

During the 1977-78 year, the size and make-up of the group changed. Two types of group activity emerged during that year.

1) There were monthly functions usually held in the evenings so that fathers could attend. These were primarily social and included a pizza Halloween party, dinner at a restaurant, covered dish suppers, classroom Christmas dinner and year-end picnic. Resource persons gave presentations and advocacy and P.L. 94-142 on two of these occasions.

2) Weekly mothers' meetings were held at the instigation of the parents who drove considerable distances for the program and had hours to spend or wait for their children. During the first few months, the group informally became acquainted with each other by sharing their own child's life history. From January until June, a more structured program was developed with primary emphasis on the many ways parents can expand their child's horizons. A variety of resource persons conducted workshops with the mothers. (See appendix AA for topic listing.) The units derived from these workshops provided the content for *Programs for Parents of Preschoolers.*

Printed Materials and Library: Because this population utilized reading materials more easily, materials were periodically given to the parents about their child's specific disability, current legislative issues or parenting skills. The project library composed of parenting books, as well as some children's books, was developed early in the fall of 1976. Some toys were also loaned from the classroom supply on a rotating basis.

Home Activities: A graduate intern with the program began developing informal home activities that provided parents an opportunity to extend the child's classroom learning into the home (see appendix S). Availability of materials, use of the everyday natural teaching opportunities, and consideration of the home routine were considered in these activities. These were distributed bi-weekly to the parents.

Classroom Participation: All parents were given opportunity to participate in the classroom. Only one elected to be a regular weekly volunteer. Help with field trips and preparation for Thanksgiving dinner in the classroom as well as Christmas and birthday parties have enabled all parents to have some involvement with the class.

Parent Bulletin Board: A bulletin board for posting notices, news items of interest, workshops and conferences, materials available for ordering, cartoons on child-care, and snapshots, was maintained.

Parent Lounge: During 1977-78, the number of parents driving long distances and waiting for their children was such that a lounge was needed for their informal gatherings as they drank coffee, sewed, knitted, or read. Since the building had no such facility, the family coordinator designated her office as the lounge during morning hours. This provided

a splendid opportunity for informal exchange among the mothers. The lounge contributed in large measure to the development of a strong and supportive group experience.

Sibling Day: By coincidence, five of the children enrolled in the program had siblings that were two years older than the handicapped children. This group was quite compatible and so the staff planned a "Sibling Day" on a teacher work day when siblings could come to the Chapel Hill class. They had some opportunity to do some activities with their handicapped brother or sister. The siblings made puppets and presented "Peter and the Wolf" for the class. Special refreshments, relays and prizes made it an enjoyable day for all.

SOCIAL SERVICE AND COMMUNITY RESOURCES

The family coordinator has provided traditional casework and referral services as needed. The small number of participants and the informal contact has permitted counseling with the families when needed or requested. No ongoing therapy was undertaken.

Transportation funds were secured from the public schools and Easter Seals. Volunteers located through the Red Cross and churches assisted with transportation when parents were unable to make this provision. Department of Social Services, churches, and area university personnel, have also provided valuable assistance as program resources.

Volunteers to assist the specific development of individual children's talents in the Head Start program were recruited through the Volunteer Service Bureau, the Arts Council, and Hillside High School. Individual music lessons were arranged for two of the Head Start children and one volunteer gave art lessons to the group of Head Start children. Individual Braille and violin lessons were also recruited for one blind child.

CONSULTATION SERVICES

During 1977-78, consultation services were begun. In this role, the service provided by the family coordinator varied according to the structure of the program to which consultation was provided and the geographic location of the families. *The Bowdoin Method*, a series of ten books, was given to most families; a total of eighteen sets were distributed.

Fayetteville: As one of the two primary sites of ongoing consultation, this program should be more accurately described as a demonstration and replication site since no services were previously available to the six children identified in that area. The family component of this effort to establish a limited demonstration program consisted mainly of a biweekly parent (usually mothers) meeting. Home visits were made initially to each of the six families enrolled. Parent interest assessments were completed and areas of greatest interest were considered in planning.

The initial biweekly program format included an hour in which the parent would observe the staff member from the Gifted-Handicapped Program work with the

child, and thereby learn something about assessment and teaching techniques. During the second half of the morning, the mothers had a group meeting of their own. During these times, coffee and pastries were served and films, filmstrips and hand-out materials were used as a basis for discussion. (See appendix AAfor program topics followed during the year.)

The program schedule was changed from biweekly to weekly during April and May. At that time, a local volunteer, Mrs. Olivia Smith, established an ongoing relationship with the parent group. She became a valuable resource and provided some access into the community of potential services for this group. She arranged programs and met with the group regularly throughout the remainder of the year.

Winston-Salem: Though only two children were referred from the satellite program of the School for the Deaf, it was decided that our services would be directed toward the entire staff and parent group, rather than serving only those children and their families.

The family coordinator conducted a one-day workshop on "Working With Families of Handicapped Children" for some sixteen members of the preschool staff of the School for the Deaf at Greensboro, N. C. and its satellite programs. There were also several consultations with the staff of the Winston-Salem satellite program around their parent program needs and available resources.

Since the Winston-Salem program, serving some eighteen children, did not have a staff member who had specific responsibility for parent work, the family coordinator of the Gifted-Handicapped Program did some direct work with the parent group, usually about seven to nine mothers. Responsibility for weekly group meetings was shared with a local volunteer psychologist. (See appendix AA for list of programs conducted.)

Additional involvement with that group included an evening session with parents and some advocacy by letters and personal contacts to reverse a policy decision regarding required attendance of five year-old children in the state residential program.

Individual Consultation: Single children from eight other sites were referred for services. The nature of the family services provided was quite individualized. Where programs had staff persons responsible for families, the family coordinator worked with the staff member to provide consultation or additional materials for specific needs. One blind Head Start child was served in a neighboring program and the mother was regularly visited by the social work intern. Written materials and toys were provided for the mother's use with the child.

In three cases, families were provided assistance in advocacy for appropriate services for their children in the public schools or other developmental programs.

PROGRAM EVALUATION

During the 1976-77 year, the program evaluation was limited to a parent satisfication questinnaire (see appendices U & V).

During the 1977-78 year, the parent satisfaction evaluation was continued, (see appendix U), also through use of video tapes, a pre-post assessment of the parent-child interaction was conducted.

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EVALUATION: 1975-77

The Gifted-Handicapped Project has attempted to evaluate its program in a way that would provide meaningful information and feedback to project staff, parents and children, and to target audiences. This has not been an easy task with the small and very unique population served by the project. This section will identify the questions focused on by the on-going evaluation. Although there is not total distinction in practice, the programs for children and for parents are discussed separately.

FOR CHILDREN

- *How accurate were casefinding procedures?*
- *What was the pattern of change for each individual child? (Case study approach)*
- *What were the characteristics of children referred to the program?*
- *Do children in program progress toward placements in less restrictive alternatives?*
- *As reflected in activities at different levels of hierarchy, what represents a good balance of structured vs. independent activities?*
- *Is there an increasing trend in activities based on higher levels of cognition as participation in program progresses? (i.e., Does child move more rapidly through basic information?)*

Casefinding: As reported in the section on recruitment, the percentages of appropriate referrals based on the training provided for recruitment were sixty-one percent in 1975-76 and seventy-four percent in 1976-77. This is much higher than the accuracy of teacher referral shown in previous studies. Based on this information, the project will continue to provide information and guidance in identification to those people who have contact with young, handicapped children.

Individual Change: Probably the most important philosophical issue in the evaluation of the project, lies in the focus on individual, rather than group data and the case-study approach. Taking into account the guidelines for identification, the varying handicaps and age range, and the small population, it was seen as inappropriate to attempt to evaluate group change based on the use of uniform, standardized measures or to compare results. Therefore, as much information as possible is collected on each child. In addition, group data was also collected on the curriculum to examine the general trend of activities.

Within the case study, the areas were chosen to highlight the most important aspects of the children with regard to the program goals. The case study served as an outline for collecting information. As the project continues to meet its objectives, the outline is revised with regard to

information collected. For instance, it is anticipated that during the third year of the project, interactive strategies to facilitate creative behavior, question asking, and problem-solving skills in the classroom and home will be studied, thus requiring observation and data collection of interaction between teacher and child and parent and child. The following is a brief description of the areas of focus of the case study, and a sample is included in the appendix (see appendix T).

Case Study Format

1. Background - Family background including composition, social characteristics, extended family, impact of child on family.
2. Description of child - physical and psychological
3. Assessment information - including reasons for inclusion in program
4. Social behavior - evidence of giftedness, creativity, problem solving skills, imaginary play, self-concept, independence, moods, peer relationships, communication
5. Classroom activities - curriculum data, classroom program
6. Family Participation - satisfaction, prior involvement, contents of meetings, amount, skills acquired

Along with the descriptive data, standardized test scores, developmental data, and records of objectives achieved, are kept for each child. Table 1 shows the pre and post-testing information on each child enrolled in the program. Since many of the children began the program demonstrating skills above their chronological age, it is difficult to assess what meaning to give their current rate of development. Since there are no norms for the rate of development of gifted children at different ages, more data is needed before any interpretation can be given to rate of development.

Currently the development of an informal evaluation based on the curriculum is being explored, and will probably be field tested during the third year. This will provide a third measure of progress related directly to the skills taught in the program, and will be used as an assessment tool.

TABLE 1

Individual Test Data

Child #1 (Blind)

Testing Instrument	Pre-Test CA	Pre-Test Results (developmental age)	Post-Test CA	Post-Test Results	Time Lapsed	Change
LAP*	25 mos	GM 27 mos.	32 mos	GM 33+	7 mos.	+6
		FM 24 mos.		FM 33+		+7
				Self Help 33		
				Soc 33+		
		Lang 33		Lang 33+		
				Cog 33+		

*Infant LAP used and ceiling reached in many areas during post-test

Child #2 (Visually Impaired)

Testing Instrument	Pre-Test		Post-Test*		
	CA	Results (developmental age)	CA	Results	Time Lapsed	Change
LAP	25 Mos.	GM 26	38 Mos.	GM 48	13 Mos.	+22
		FM 26		FM 48-60		+22
		Soc 28		Soc 60+		+36+
		SH 25		SH 36-48		+11+
		Cog. 34		Cog. 60-72		+26+
		Lang. 34		Lang. 72		+38
PPVT (Peabody Picture Vocabulary Test)	27 Mos.	43 Mos.	38 Mos.	61 Mos.	11 Mos.	+18Mos.
Leiter International Performance Scale		Not used as pretest since extent of visual disability not known at time and Appropriateness of instrument was questionable	38 Mos.	60 Mos.	—	—

Child #3 (Visually Impaired)

LAP	36 Mos.	GM 30	48 Mos.	GM 36	12 Mos.	+ 6 Mos.
		FM 30				+18
		Soc -		Soc 60		
		SH -		SH 35		
		Lang. 33		Lang. 48		+15
		Cog. 36		Cog. 48		+12
Merrill Palmer Scale	34 Mos.	36 Mos.	48 Mos.	48 Mos.+	14	+12 Mos.

*Post-testing done during period where performance was being affected by adjustment to seizure medication. Motor performance was particularly effected.

Child #4 (Severe Athetoid Cerebral Palsy)

Testing Instrument	Pre-test CA	Pre-test Results (devlop mental age)	Post-Test CA	Post-Test Results	Time Lapsed	Change
Test for Auditory Comprehension of Language (carrow)	5-7 (67 mos)	6-3 (75 mos)	7-0 (84 mos)	6-9 (81 mos)	17	+ 6*
PIAT (Peabody Individual Achievement test)			7-0 (84 mos.)	5-5 (65 mos.)		
			Area	Grade Equiv.	Age Equiv	
			Math	0.4	5-5	
			Reading	1.2	6-3	
			Spelling	1.4	6.6	
LAP**			84 mos.	72+(in items not physically impossible)		

*Ceiling of test is 6-11 so may not give accurate assessment at limit.
**Ceiling 72 months.

Child # 5 (Head Start)

Testing Instrument	Pre-Test CA	Pre-Test Results (developmental age)	Post-Test CA	Post-Test Results	Time Lapsed	Change
Test for Auditory Comprehension of Language (Carrow)	3-9 (15 mos.)	3-6 (42 mos.)	4-3 (51 mos.)	6-1 (73 mos.)	6 mos	+31 mos.
Leiter	3-9 (45 mos.)	5-3 (63 mos.)	4-4 (52 mos)	5-9 (69 mos.)	7 mos.	+17 mos.

Child #6 (Head Start)

Testing Instrument	Pre-Test CA	Pre-Test Results (developmental age)	Post-Test CA	Post-Test Results	Time Lapsed	Change
Test for Auditory Comprehension of Language	4-3 (51 mos)	4-0 (48 mos)	5-1 (61 mos)	6-9 (81 mos.)	6 mos.	+33 mos.
Leiter	4-4 (52 mos)	5-0 (60 mos)	5-2 (62 mos)	5-6 (66 mos.)	6 mos.	+ 6 mos.

Child #7 (Head Start)

Testing Instrument	Pre-Test CA	Pre-Test Results (developmental age)	Post-Test CA	Post-Test Results	Time Lapsed	Change
Test for Auditory Comprehension of Language	4-6 (54 mos)	5-3 (63 mos.)	4-11 (59 mos)	6-9 (81 mos.)	5 mos.	+18 mos.
Leiter	4-6 (54 mos)	5-3 (63 mos.)	4-11 (59 mos)	6-0 (72 mos.)	5 mos.	+ 9 mos.

Child #8 (Head Start)

Testing Instrument	Pre-Test CA	Pre-Test Results (developmental age)	Post-Test CA	Post-Test Results	Time Lapsed	Change
Test for Auditory Comprehension of Language	4-2 (50 mos)	5-0 (60 mos.)	5-1 (61 mos)	6-7 (79 mos.)	11 mos.	+19 mos.
Leiter	4-2 (50 mos)	5-6 (66 mos.)	5-0 (60 mos)	6-0 (72 mos.)	10 mos.	+ 6 mos.

Child #9 (Head Start)

Testing Instrument	Pre-Test CA	Pre-Test Results (developmental age)	Post-Test CA	Post-Test Results	Time Lapsed	Change
Test for Auditory Comprehension of Language	5-0 (60 mos)	6-4 (76 mos.)	5-7 (67 mos)	6-9 (81 mos.)	7 mos.	+ 5 mos.
Leiter	5-0 (60 mos)	5-0 (60 mos.)	5-8 (68 mos)	5-9 (69 mos.)	8 mos.	+ 9 mos.

Child # 10 (Head Start

Testing Instrument	Pre-Test CA	Pre-Test Results (developmental age)	Post-Test CA	Post-Test Results	Time Lapsed	Change
Test for Auditory Comprehension of Language	5-11 (71 mos)	6-7 (79 mos.)	6-3 (75 mos)	6-9 (81 mos.)	4 mos.	+ 2 mos.
Leiter	5-11 (71 mos)	5-9 (69 mos.)	6-3 (75 mos)	6-3 (75 mos.)	4 mos.	+ 6 mos.

Child #11 (Head Start)

Testing Instrument	Pre-Test CA	Pre-Test Results (developmental age)	Post-Test CA	Post-Test Results	Time Lapsed	Change
Test for Auditory Comprehension of Language	4-8 (56 mos)	6-5 (77 mos.)	5-6 (66 mos)	6-10 (82 mos.)	10 mos.	+16 mos.
Leiter	4-8 (56 mos)	5-10 (70 mos.)	5-7 (67 mos)	6-6 (78 mos.)	11 mos.	+11 mos.

Characteristics: Table 2 lists the frequency of the handicapping conditions within the population receiving direct services from the project. Within each category, there have been children with mild to moderate disabilities, and some with severe handicaps. The children from Head Start qualified for inclusion because of their exceptional ability in spite of the economic or experiential deprivation they have experienced, however, the population served by the project in the third year will only include children with physical disabilities.

Of the behavioral characteristics attributed to children referred and accepted by the project, the following are the most frequently mentioned:

1. Ability to learn rapidly
2. Ability to learn or develop alternate ways of doing tasks to compensate for handicaps
3. Extremely observant
4. Selt-motivated to learn
5. Long attention span

The children ranged in age from two and one-half to seven with most children between the ages of three and six years.

TABLE 2

Frequency of Handicapping Conditions Within Population Served by Project*

	1975-76	1976-77
Visually Impaired	2	3
Hearing Impaired	2	0
Spina Bifida	1	0
Cerebral Palsy	3	1
Economically Deprived (Head Start)	3	7

*Does not include children receiving consultation or evaluation services.

For many of the children, participation in a program that focused on strengths and skills, even though it was a program for the handicapped, became a transition to enrollment in a regular school or preschool program. Table 3 shows the movement of children to less restrictive placements after their participation in the Gifted-Handicapped Program.

TABLE 3

Movement to the Least Restrictive Alternative (includes all children who have participated in project.)

Placement	Number of Children in Each Setting 1975-76	1976-77	1977-78
Regular Public School Class		1	8
Public School Class with Resource Services		2	5
Special Class in Public School		1	1
Regular Preschool			2
Head Start or other Day Care	7	7	3
Preschool Program for the Handicapped	5	4	1
Special School (in community)	2	2	
Developmental Center	1		
Residential Setting			
Home (no services)	2		

Curriculum: Until an evaluation or assessment instrument is developed that relates directly to the skills focused on in the curriculum, two procedures are used for measuring children's progress: pre-post use of standardized tests and records of the objectives each child accomplishes at each level within the curriculum. Objectives recorded in this system reflect the activities in a child's total program.

A major goal of the program was to develop a curriculum that would provide more than just learning of facts and memorization at the preschool level. The goal was to be able to include creative problem-solving activities in addition to providing basic information and experiences necessary to build on. As the year progresses, the data collected on the curriculum tend to show an increasing trend in the percentage of activities at the higher levels, especially in synthesis and evaluation. Because children attended for different amounts of time and were at varying developmental levels, no data was collected regarding the rate of progression through a unit's activities. However, since the curriculum records show that the activities at the highest levels increased steadily throughout the year, it is likely that the children were progressing through the more basic skills more rapidly and more were participating in more independent and advanced activities. Percentage of activities at each level for individual children and for the total program are represented in Figures 1 - 12.

Percentage of objectives completed at each level within curriculum for first, second, and segments of the third year.

Figure 1

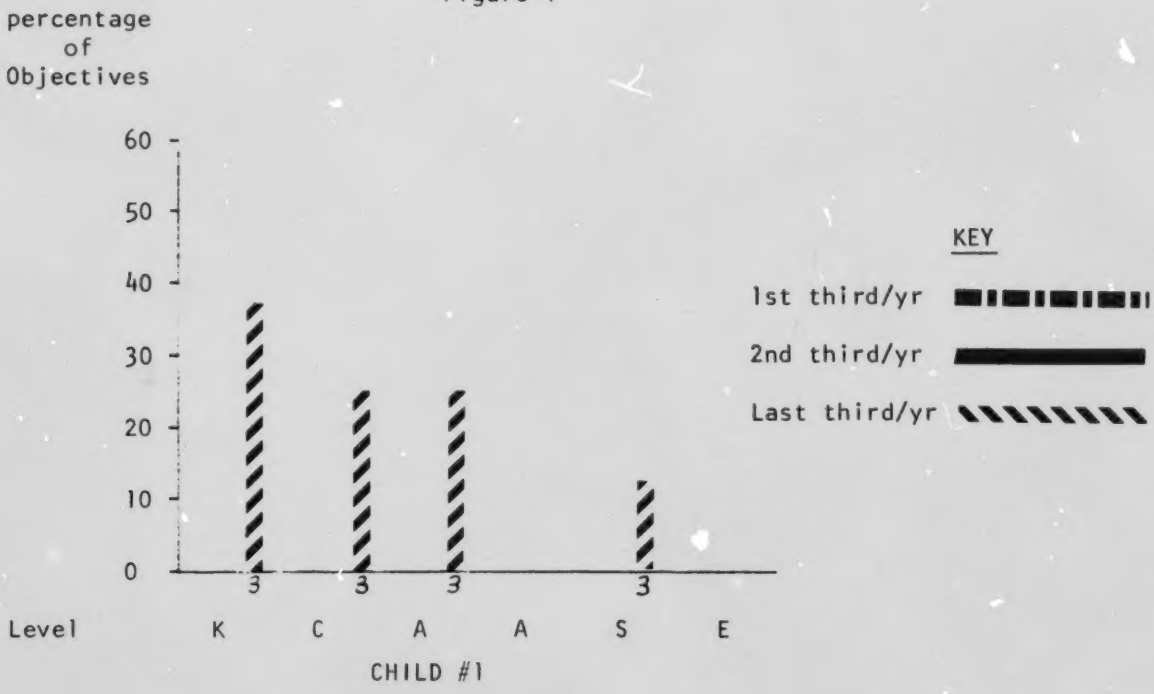


Figure 2

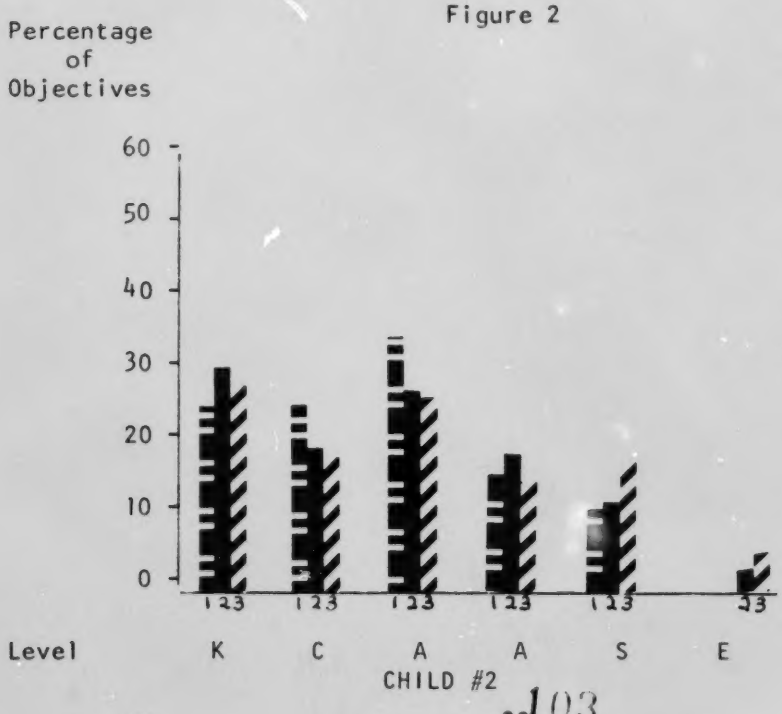
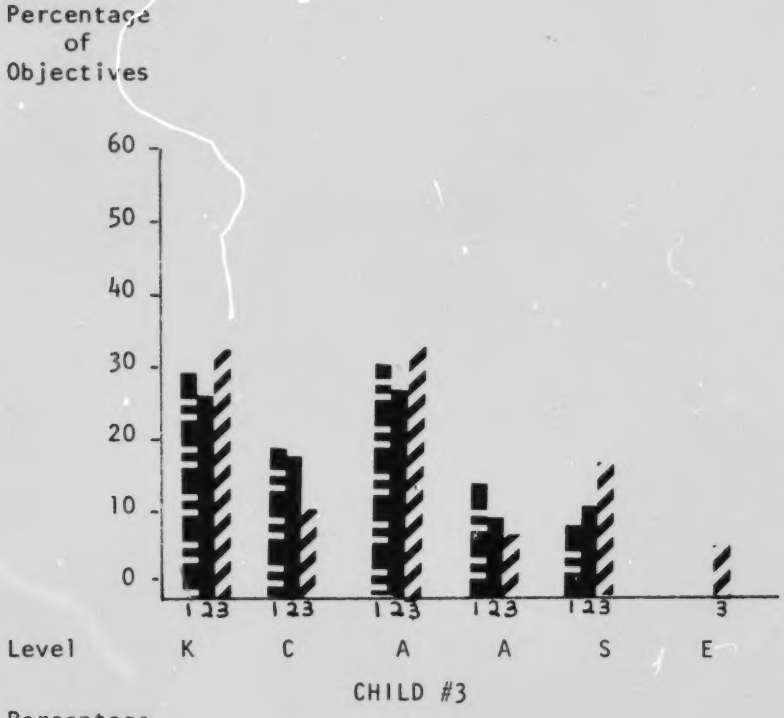
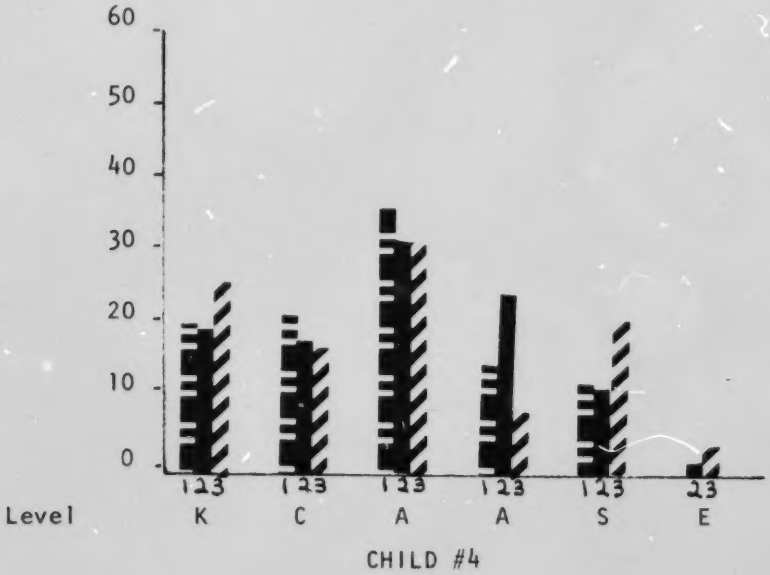


Figure 3



CHILD #3

Figure 4



CHILD #4

Figure 5

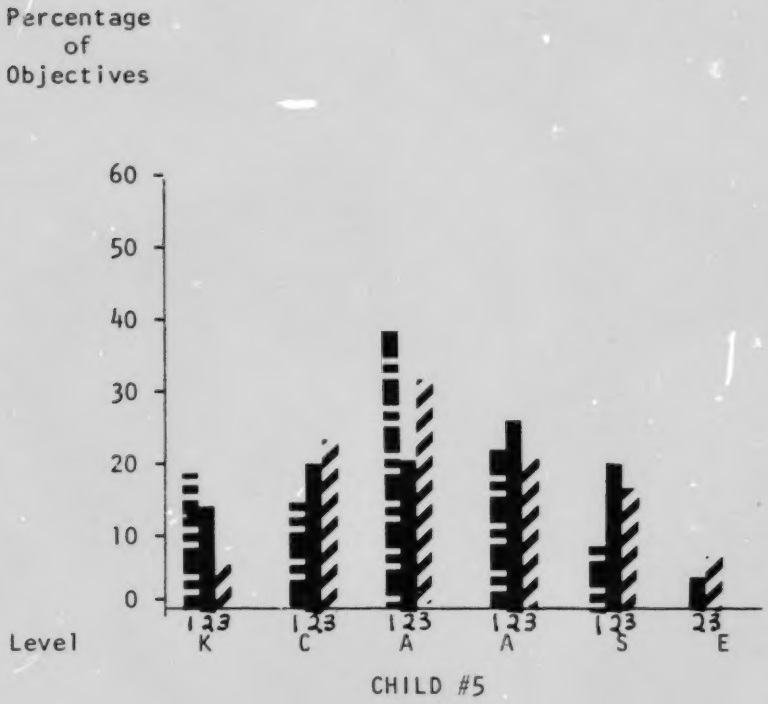


Figure 6

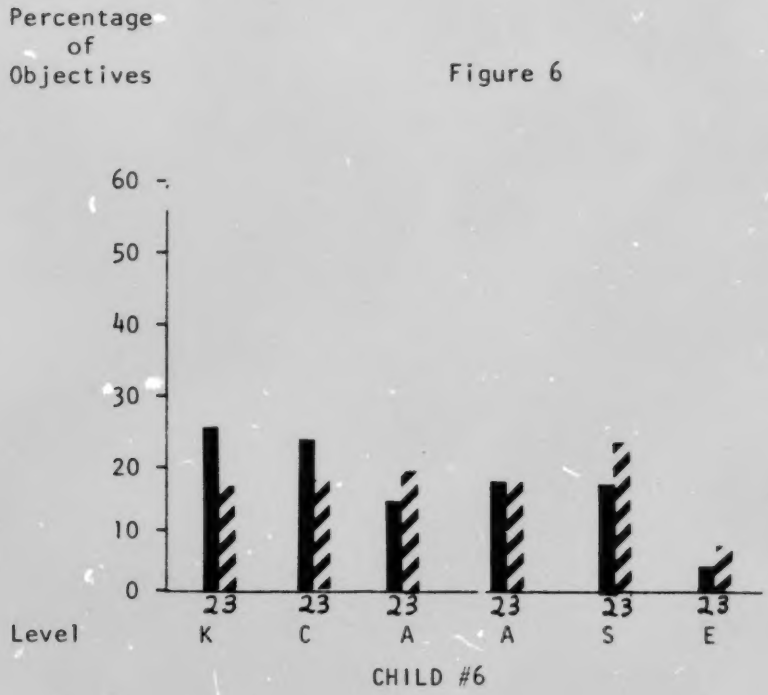
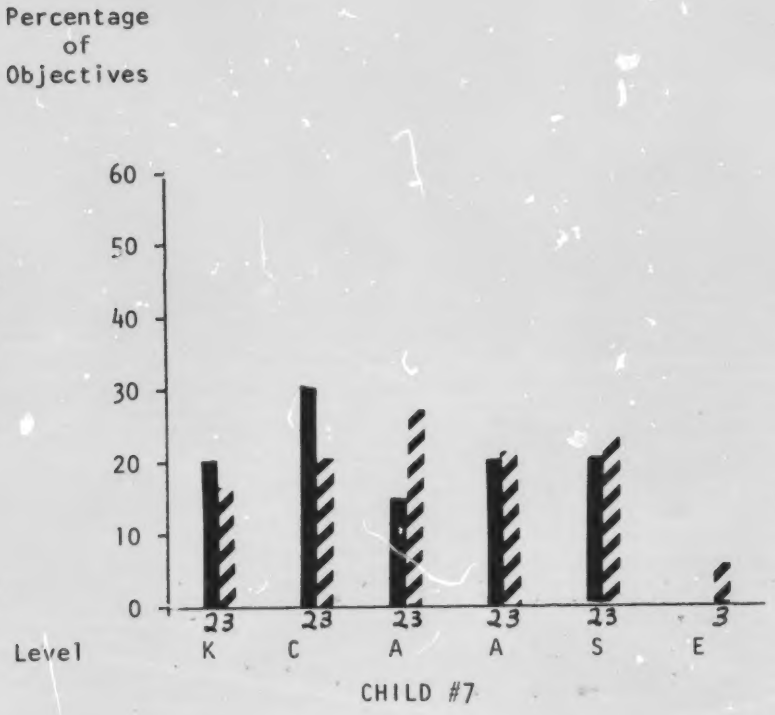


Figure 7



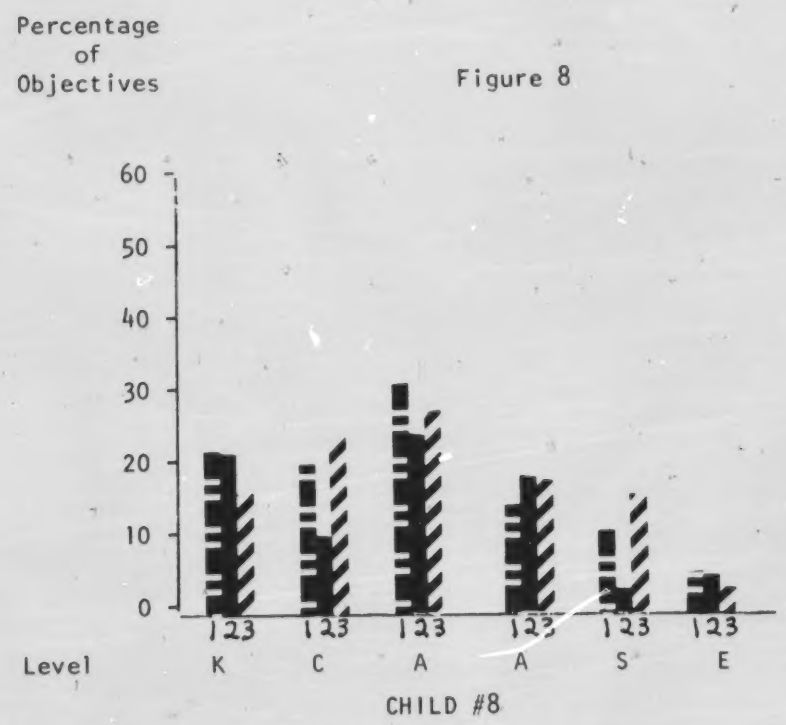


Figure 8

Figure 9

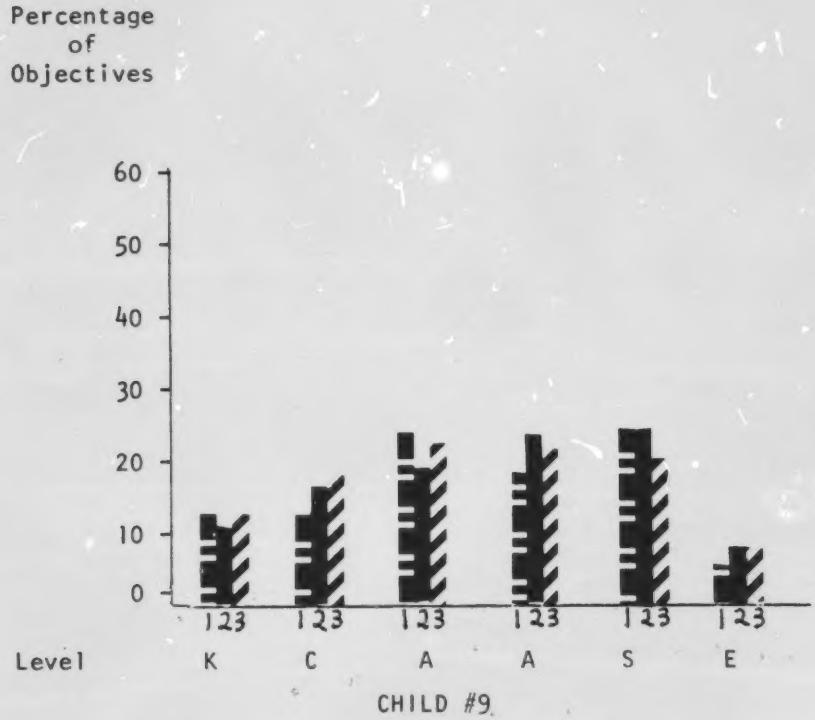


Figure 10

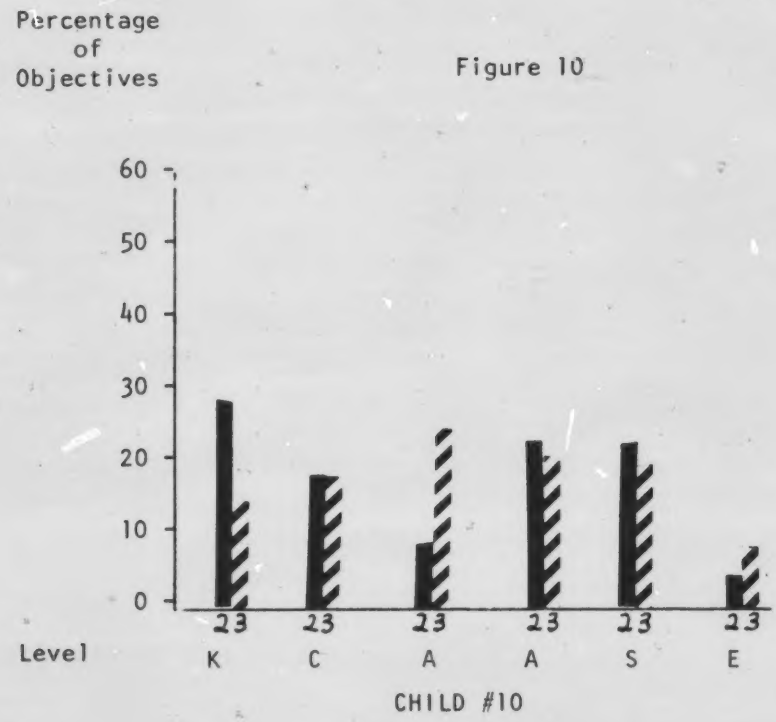
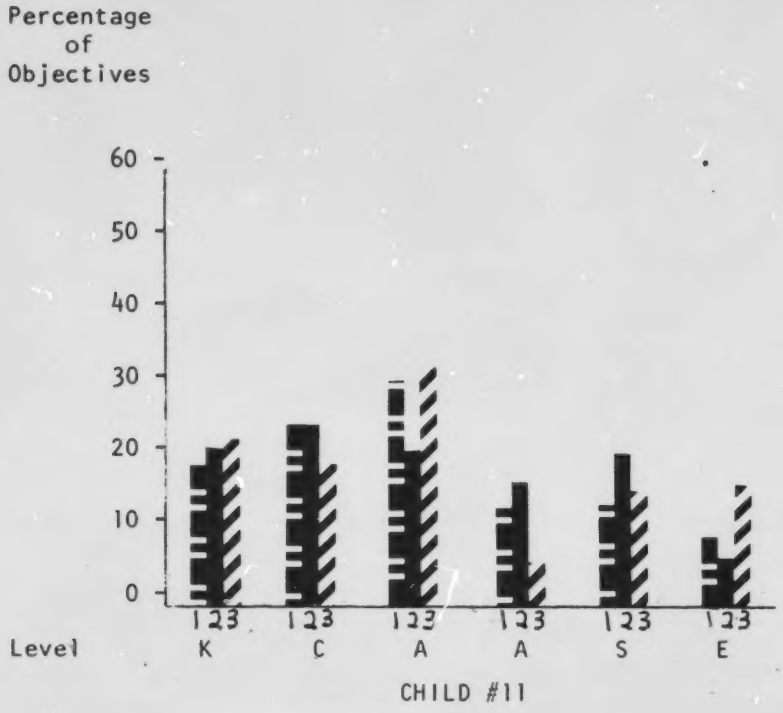


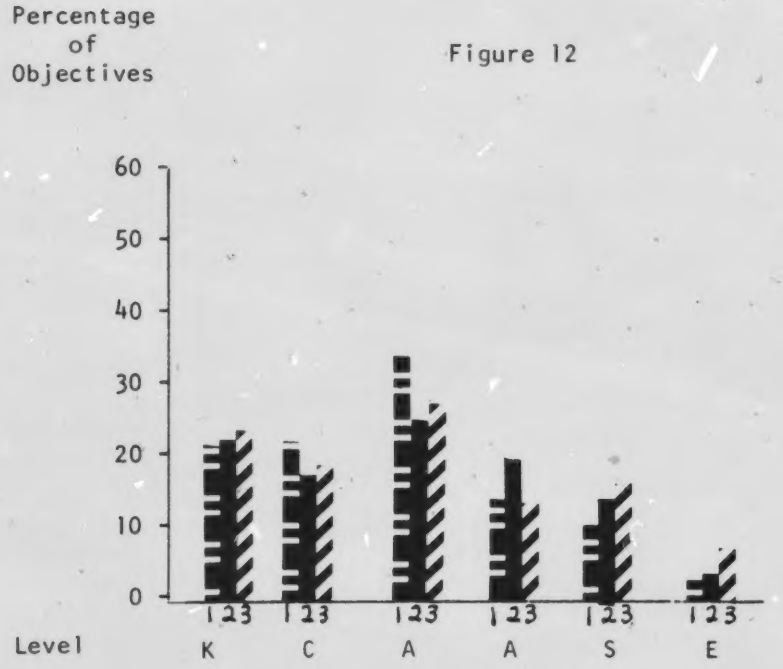
Figure 11



CHILD #11

TOTAL PROGRAM

Figure 12



It is interesting to note that the knowledge and comprehension levels comprised only twenty-one and eighteen percent, respectively, of the total curriculum. This is probably much lower than in most preschool and early childhood programs. In addition, the data reflect the focus of the program on the application of information, rather than rote learning. A comparison of a classroom prior to and after beginning use of this model would most likely reveal much greater increases in all of the more advanced levels. Project staff are interested in comparing this data with observations of other classrooms in the third year.

FOR PARENTS

Although parental evaluations of the Gifted Handicapped Program were obtained at the end of both the first and second project years, the results reported here are those of the second year only. Since the family program was greatly expanded in the second project year, the results of that evaluation specify more accurately the more valuable experiences for parents. Year 1 evaluations focused on parents satisfaction with the program for children, and results in that area were very similar to those included here. One recommendation by a parent during the first year's evaluation was that the project provide more information on things parents and children could do at home. This became one of the major components of the second year's family program.

Evaluation of the program by parents was used to respond to the following questions:

- *What types of parent participation are the most helpful?*
- *What results of the program in relation to child change were perceived by the parents?*
- *What did the parents, themselves, gain from participating in the program?*

Evaluation Procedure and Response: In an effort to obtain both objective and subjective program evaluation by parents, forms (appendix U,V) were developed and distributed to parents at the end of the year. The two populations and program formats necessitated slightly different forms for the Head Start and the physically handicapped class.

Seven of the parents in the physically-handicapped class returned the forms. Seven home interviews were conducted with Head Start mothers in addition to the use of the printed form that had been mailed to them previously. The home visits permitted more spontaneous remarks and suggestions. Since the Head Start parent program had consisted primarily of home visits with the mothers, it was decided to solicit evaluations only from the mothers of the Head Start population.

Parent Participation:

A. Physically-handicapped class: Numerous options for participation by parents of the physically-handicapped class were listed on the evaluation form. All parents participated in many of the activities. Of the nineteen options for parents, no one participated in fewer than eleven and the highest number was seventeen. The mean was 13.6.

Parents were also asked to rank the four most valuable activities from the nineteen listed. Among the five parents who ranked the four most helpful activities, the following four received the highest rating (calculated by weightings according to their rank):

1. Individual parent-staff conferences
2. Classroom observation
3. Printed materials regarding child's special needs
4. Staff assistance with individual requests on location of community resources

B. Head Start: Because of the home based approach selected for the Head Start population, there were fewer options for parental participation. Of the nine available activities, all mothers participated in no fewer than five with nine being the highest. The mean was 7.3.

In response to the ranking of the four most helpful activities, the seven parents gave the following the highest rating (calculated by weighting according to their rank):

1. Home visits
2. Home activities with child
3. Printed materials about working with my child
4. Classroom observation

It is interesting to note that the highest rated activities, though differently labeled, for both groups of parents still represent the individual attention of the staff to parent.

One Head Start mother remarked..."(the visits) made me want to do more myself for S, to help her learn." A parent of a physically handicapped child said, ..."The staff has provided a great deal of emotional support for me these past months. There is much comfort in the realization that there is someone to answer my questions, listen to my problems, and share my fears and anxieties about B's future."

One hundred percent of parents responding in both groups felt there had been enough opportunities for participation in the program.

Parent Perception of Program Results:

A. Child Changes: All parents responding in both groups stated that their child had made improvements or positive changes since entering the program. The tallies of changes noted in various areas as perceived by both parent groups are shown below:

	Head Start N=7	Phys. Hand. N=7
1. Language/communication	7	4
2. Motor (large and small muscle coordination)	5	4

	Head Start N=7	Phys. Hand. N=7
3. Relationship with other children	6	6
4. Relationships with family members	7	4
5. Relationship with other adults	6	4
6. Self-help (eating, dressing, toilet)	6	7
7. Reasoning problem solving	5	6
8. Attention	5	5

It is interesting to note that generally more areas of improvement were noted by the Head Start parents. All Head Start parents perceived the language/communication and relationship with family members as areas of positive change. In addition, the interpersonal relationships with children and adults as well as self-help skills were noted by six of the parents as being areas of positive change. Changes perceived by parents were undoubtedly related to the child's classroom experiences as well as by change in the home environment and the severity of the handicap.

Although causal relationship cannot be claimed, the primary focus of the home visits was to foster greater parent-child interaction as a means of facilitating the child's learning. It is therefore gratifying to note that the positive changes perceived by parents were in the areas chosen as parent program goals.

B. Parent Changes: Parents were asked to consider what they gained from participating in the program. Again the Head Start parents noted gains in more areas for themselves than did the parents of the physically handicapped. Because of the program content differences, these items are listed somewhat differently. Tallies are shown below:

HEAD START

Content Areas	# of Parents Perceiving + Gains N=7
Ideas about how my child learns	6
Ideas about how I can teach my child	7
Ways to handle child's behavior	7
Activities to do with my child at home	7
Knowledge about how important I am in my child's learning	6
Ways to help my child do creative things	7
Ways to help my child talk more	5
Ways to help my child feel good about himself	7

PHYSICALLY HANDICAPPED CLASS

Content Areas	# of Parents Perceiving + Gains N=7
Knowledge of my child's abilities	6
Knowledge of my child's special needs	7
Greater acceptance of my child's unique abilities and disabilities	4
Knowledge of my role in my child's growth and development	4
Knowledge of how to work with my child	6
Knowledge of how to foster creativity	3
Knowledge of services available to my child	6
Knowledge of ways to become a more effective advocate for my child	4

Program Satisfaction: All parents in both groups indicated positive reactions by themselves and their children to the program. Parents felt the staff was well qualified and that parent staff communication was good. They felt they have been given adequate orientation to the program and ample opportunity to suggest new ideas during the year.

One significant difference between the Head Start group and parents of physically-handicapped children was in response to the desire for more home activities. Five of Head Start mothers would have liked more home activities as contrasted to only two of the parents of physically-handicapped.

Two parents of the Physically-Handicapped class suggested adding "normal" model children. One family whose child was enrolled in the program for two months during the fall of 1976 expressed dissatisfaction with the amount of structure in the program and subsequently moved their child to a regular day care program.

In the normal conversations with Head Start mothers, several comments indicated the parents' satisfaction.

...(the program) made me feel like what I was doing was right. It gave me a lot of enlightenment...since being with you all, M is better able to communicate with me."

..."It has made me become closer to my child in understanding him."

..."My child is now showing great interest in her work...and a great sense of responsibility not shown before the program started."

..."The program is very helpful in teaching children the meaning of self confidence and responsibility...S is like a different child, more creative and a good imagination."

In response to the information that the program would not serve Head Start children next year, but would only serve physically-handicapped, one Head Start parent said..."I don't want them to cut the program out. It's a waste to let it go... It's not fair for a child to have to be physically handicapped to get these services."

FOR CHILDREN, PARENTS AND TEACHERS

One additional goal of the project evaluation is in the area of adult-child interaction to foster development of creativity and reasoning skills. It is anticipated that this area will be explored in the third year, and some guidelines developed for teacher-child and parent-child interaction strategies for facilitating development. The key question here is:

- *What strategies can be used in the classroom and at home to foster creativity and problem-solving behavior?*

EVALUATION: 1977-78

During the third year of the Gifted-Handicapped Project, Carolyn Callahan, Evaluation Consultant and Associate Professor at the University of Virginia, teaching in the areas of educational psychology and the education of the gifted, assisted the project staff in designing, implementing, and interpreting the program evaluation component. Procedures were established for the following program arenas and are described in this section: Identification and Casefinding, Individual Child Change, Curriculum Validation, Statewide Consultation Network, Family Participation, and Dissemination and Training. The last part of this section, entitled "Pilot Research Notes," briefly discusses selected procedures that were utilized.

IDENTIFICATION AND CASEFINDING

How accurate were the casefinding procedures in identifying gifted-handicapped preschoolers?

During the third project year, out of forty-three referrals made to the project, eighty-eight percent were appropriate and eighty-four percent were actually served. The ten percent gain in number of children served was probably because of the establishment of statewide consultation network. (The referral process is detailed in the Identification section pp. 13).

The question was raised as to whether or not the Project's identification procedures really selected children who were different from their peers. Three teachers in the field (in a program for hearing impaired, a developmental day care center for multiply-handicapped, and a United Cerebral Palsy center) who had gifted-handicapped children participating in the project were asked to administer a *Child Behavior Inventory* to their gifted-handicapped child(ren) as well as a random sample of other children in the same classroom. The *Child Behavior Inventory* consisted of ten scales drawn from Earl Shaffer's Classroom Behavior Inventory (see appendix BB). The following scales were included because they seemed to be indicative of skills/traits that gifted-children would demonstrate (either positively or negatively): I. Independence in Deciding, II. Adventuresome, III. Assertiveness, IV. Independence in Doing, V. Dependence in Deciding, VI. Fearfulness, VII. Creativity and Curiosity, VIII. Task Orientation, IX. Extroversion, and X. Intelligent Behavior. Items were scored on the following scale: 1 = not at all, 2 = very little, 3 = somewhat, 4 = very much (reverse scoring was done when appropriate).

The gifted-handicapped children who had been selected by the project's identification procedures demonstrated a mean score that was 2.7 points higher than the mean score of the other children included in the random sample. The scales on Intelligent Behavior (X), Creativity and Curiosity (VII), and Task Orientation (VIII), indicated the greatest difference in abilities between the gifted-handicapped and their handicapped peers. This information is described in the following Table A:

TABLE A

cales	Gifted-Handicapped Children					Total Mean Scores	Random sample of other handicapped children in the same classroom												Total Mean Scores
	1	2	3	4	5		A	B	C	D	E	F	G	H	I	J	K	L	
I	16	14	15	15	16	15.2	10	16	13	10	14	13	16	16	15	8	15	13	13.3
II	15	11	15	12	11	12.8	7	13	13	10	13	11	14	14	11	8	11	14	11.6
III	14	12	11	13	13	12.6	5	15	10	9	11	8	10	13	15	9	15	11	10.9
IV	15	14	15	10	12	13.2	12	12	11	10	11	11	15	16	15	11	14	13	12.6
V	12	11	13	11	10	11.4	9	15	10	9	11	12	13	11.3	7	10	10	10	10.6
VI	12	6	13	11	10	10.4	5	12	8	8	11	7	12	9	11	10	11	9	9.4
VII	25	20	20	19	18	20.2	10	14	16	14	17	15	15	17	16	12	15	20	15.1
VIII	19	22	22	20	21	20.8	15	8	12	12	16	14	19	21	16	15	14	17	14.9
IX	23	19.8	22	21	18	20.8	13	16	22	17	22	21	18	18	21	12	19	19	18.5
X	20	18	23	19	20	20.0	10	7	11	9	12	13	13	18	21	11	15	18	13.2
TOTAL MEAN SCORES	17	14.8	16.9	15.1	14.9	15.7	9.6	12.8	12.6	10.6	13.8	12.5	14.5	15.3	14.8	10.6	13.9	14.4	13.0

INDIVIDUAL CHILD CHANGE

What was the pattern of change for each individual child?

Based on the experience of the first two years of the project, the case study approach was the means for reporting individual child change. Although eight children were served in the demonstration classroom, case studies were developed for only four. Three children not included in the case studies had short-term placements for two days a week in the demonstration classroom from other agencies (a United Cerebral Palsy center, a residential home for handicapped children, and a Head Start program). During the short-term placement (usually from one to three months), an individual educational program was developed for each child and consultation provided to the staff of the child's primary education program.

The fourth child not included in the case studies was not testable upon acceptance into the program because of the severity of the handicapping condition. After working with the child for a year, a reliable response mode for communication had still not been established. In fact, the child's lack of progress indicated a possible cognitive delay. Since the child's family was moving out of state, project staff assisted them in locating an appropriate program by writing an individual educational plan that described a step by step procedure for the development of an augmentative communication system in order to intensify the child's future learning.

Two types of information were collected to be included in the four selected case studies:

Assessment Information	Scales of the perceptions of parents, teachers, and children
1. Pre-post developmental assessment using the LAP administered by educational personnel.	1. Pre-post Child Behavior Inventory completed by parents and teachers.
2. Pre-post standardized testing administered by psychologist.	2. Pre-post Self-Concept Inventory completed by the teachers interviewing the child.

The case study format used, except for a few minor changes, is outlined on page .

Assessment Information:

The pre-post developmental assessment information was gathered using the LAP-D and the prescriptive LAP (instruments developed by the Chapel Hill Training-Outreach Project). Gains made could have been due to normal maturation or the child's ability to be tested as well as resulting from the children's educational program. Child number two in the case studies demonstrated less gain, possibly due to frequent absences because of health problems.

The *pre-post standardized assessment* done by a D.D.D.L. psychologist and student intern, demonstrated notable gains in the children's rate of development beyond the nine months gain which would normally be expected. In the fall, child number two and child number three, tested within the borderline range of intellectual functioning. Yet, in the late spring, they tested within the low average and average range. Child number one tested within the bright normal range in the fall, while testing in the superior range of intellectual functioning in the late spring. In each case, the rate of mental development increased after the child's participation in the Gifted-Handicapped Program.

The Child Behavior Inventory:

This instrument was drawn from the Classroom Behavior Inventory developed by Schaefer, E., Aaronson, M., and Edgerton, M. * The title of the Inventory and some of the items were slightly altered in order to use it with both parents and teachers (see appendix BB). Both parents (except for two fathers in the fall) plus the children's teachers filled out the inventory in the fall and then again in late spring. It was hoped that by the end of the year the data would indicate greater congruency among the mother, father, and teacher in their perceptions of the child. The other main objective for administering the Child Behavior Inventory was to document a more positive perception of the children's abilities on the part of parents and teacher by the end of the year. After plotting the pre-post data, no conclusive change patterns emerged either indicating greater congruency or a more positive perception of the child's abilities. One factor that may have greatly influenced the lack of significant change in the data, was the fact that the four families involved in the demonstration program already had very positive perceptions of their children's abilities upon entering the program in the fall. The following sample graph gives an example of how the data was plotted on each child. Scale scores were computed by adding up the ratings of all the questions for each particular scale. A grid of the questions included in each of the ten scales is included with appendix BB.

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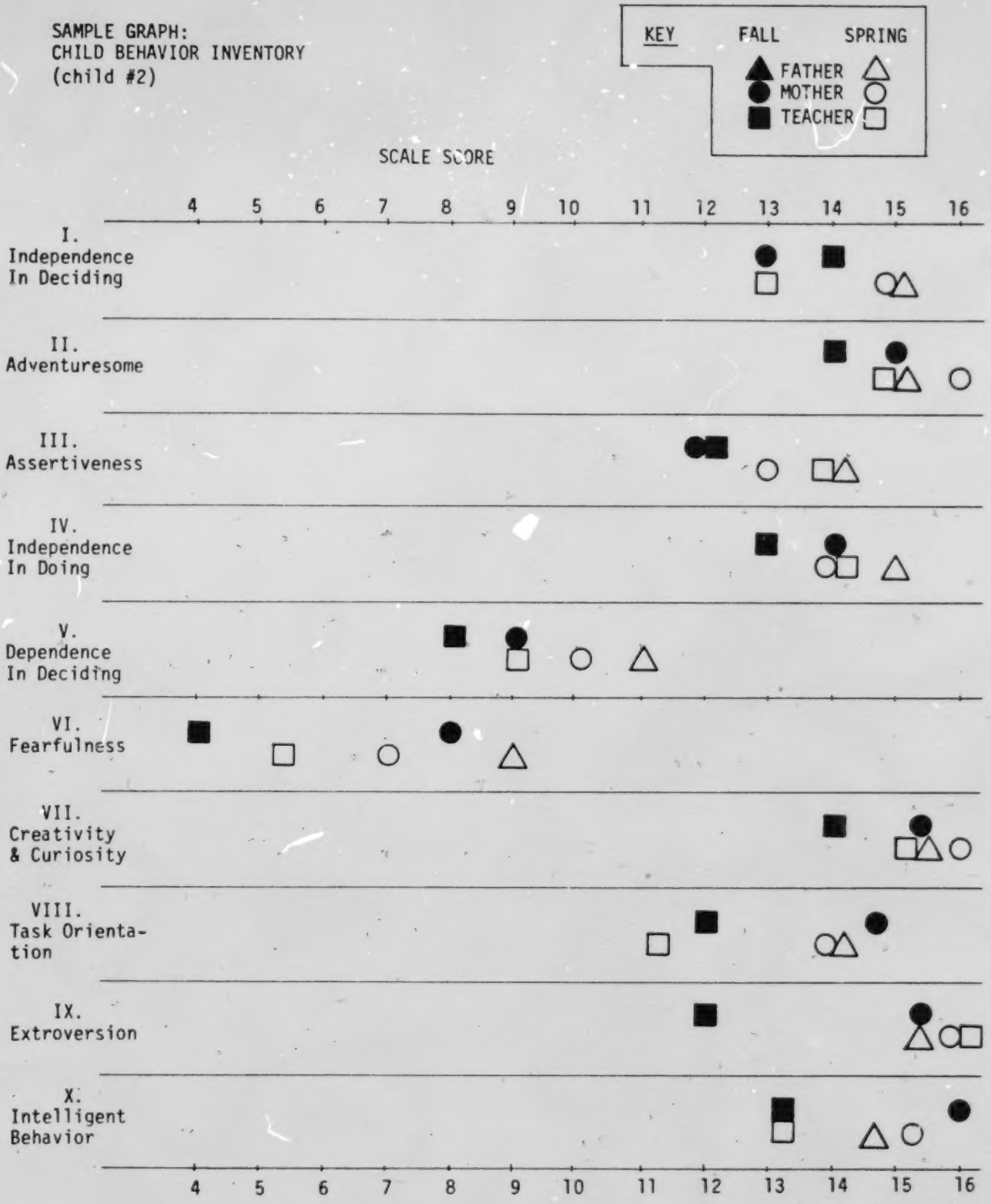
*The Classroom Behavior Inventory was developed as a part of the Parent-Teacher Interaction and Involvement Project funded by the Department of Health, Education, and Welfare with Earl S. Schaefer, Ph.D. of the Frank Porter Graham Child Development Center, University of North Carolina, Chapel Hill, N. C.

SAMPLE GRAPH:
CHILD BEHAVIOR INVENTORY
(child #2)



The Self-Concept Inventory:

The intent of this procedure was to measure improved self-concept in the children in the demonstration classroom over the year. Early in the fall, the Piers-Harris Self-Concept Inventory (see appendix CC) was modified for preschoolers by changing vocabulary and eliminating difficult questions. After readministering the modified inventory in the spring, the Gifted-Handicapped staff had serious new questions about the appropriatness of the inventory for severely physically handicapped children. Out of the seventy-six questions on the modified inventory, upon re-examination, twenty-seven of these questions seemed inappropriate. To give an example, when a child with a severe motor handicap answers yes to the question "I am slow in finishing my school work.", his response is realistic and appropriate. The staff decided that the inventory needed to be further modified before it could be a helpful indicator of positive self-concept with young handicapped children.

CASE STUDY: Steve M.

Child #1

Steve is a fifty-nine month old boy who has participated in the Gifted-Handicapped Program on a full-time basis for the 1977-78 school year. He is an attractive child with big blue eyes and ruffled light-brown hair who is handicapped by spina bifida, is paralyzed from the waist down, and is slightly hydocyphalic which has been alleviated via a shunt. He has a parapodium and a walker which permits him to walk around. Steve participated in a Montessori preschool in California before his family moved to North Carolina and he began participating in the Gifted-Handicapped program. Some of the reasons for his referral to the program included his general alertness, participation in story telling of his favorite stories, imaginagive play with playdough, and his socialization skills.

Family Background:

The M. Family lives in Raleigh, North Carolina. The family includes Steve, his seven year old brother, father, an engineer at Environmental Protection Agency, and mother, a nurse, but currently a full-time housewife. The family moved to this area from California in summer, 1977 and was enrolled in the program only during the 1977-78 year. Their separation from extended family seems to have provided some needed time for consolidation of the nuclear unit apart from extended family.

The family has seemed to show a high degree of acceptance of the child's handicap and has demonstrated real ingenuity in making needed adaptations and adjustments for his unique and special needs. They have been committed to helping him perform at an optimum level and have done many home activities to supplement his classroom experience.

These parents have had multiple experiences with Steve's surgery. They have become aggressive advocates for quality care for him. Because of her profession, mother has often returned Steve home soon after surgery and cared for him at home.

Assessment Information:

Steve was accepted into the program on the basis of referral information, parent interview, and an informal teacher evaluation. Unfortunately, his handicapping condition resulted in frequent illnesses throughout the year. Surgery for a dislocated hip prevented his attendance the last two weeks of school. Even on the days that Steve was present, there were marked differences in his performance. On some days he would be very alert and responsive, and on other days very sluggish and tired. His mother kept him home occasionally on days when he was just too tired to work. These factors had an effect on Steve's testing performance.

Test Administered	Pre-Test C.A.	Pre-Test Results	Post-Test C.A.	Post-Test Results	Time Lapsed	Change
LAP	49 Mos.	(dev. Ages) Fine Motor 48 mos. Fine Motor Writing 48 mos. Social 54 mos. Cognitive 45 mos. Language 42 mos.	57 Mos.	(Dev. Ages) Fine Motor 56 mos. Fine Motor Writing 60 mos. Social 60 mos. Cognitive 51 mos. Language 50 mos.	8 mos.	+8 +12 +6 +6 +8
Stanford Binet Intelligence Scale	49 Mos.	Mental Age of 42 mos. indicating borderline intellectual functioning	56 Mos.	Mental age of 55 mos. within the average range	7 mos.	+6 mos. additional gain in mental age

Child's Behavior in the Classroom Environment:

Classroom activities conducted Monday through Thursday from 8:30 - 1:00 included circle time, individualized and developmental activities, unit activities, free play and gross motor time, music and arts. Steve particularly enjoyed the other people in the classroom, and demonstrated caring and sensitivity to their needs. To give an example, one day one of Steve's classmates fell and hurt her knee. The next morning when she came into the classroom, Steve's first question to her was "How is your knee?" He loved to please others and also had a good sense of humor. Two of his favorite activities

were singing and listening to stories. He could describe and recount much of a story after hearing it.

After a visit to the classroom from an athletic handicapped man in a wheelchair, Steve became quite inspired to strengthen his *muscles*. His father got him weights to lift and by the end of the year, he could literally pick himself up in his parapodium, using the strength of his arms and his walker, in moving from place to place. He also was able to throw and catch a ball.

Steve's *fine motor skills* improved tremendously over the year. He could draw and cut out shapes, draw a detailed house, and print his first name and a few other letters, because of his physical impairment, Steve's self-help skills were limited, but he was able to feed himself, pour from a pitcher, wash his own face and hands and zip and unzip. In *cognitive and language development*, Steve could count seven objects, put together twelve piece puzzles, obey commands using four prepositions, answer function questions, name his drawings, and classify objects into categories.

Steve seemed to do his best work in a one-to-one situation. He attempted tasks when asked, but when left on his own, his attention would wander to what others were doing in the classroom.

One of his particular interests was sports activities. Steve could label all sports equipment and enjoyed watching and participating when possible in any sport event.

Family Participation:

This family attended parent-teacher conferences, completed forms requested and attended the initial orientation meeting at the beginning of the year. There was informal feedback between parent and teacher with regularity. Though the mother attended a few mothers' meetings at the beginning of the year, she preferred not to participate extensively. The couple did not attend any of the family functions. The mother did not volunteer in the class room on a regular basis. The mother indicated her felt need to withdraw from parent groups in which she had previously held a leadership role. Program staff tried to respect her right to remain as uninvolved as she chose. This was the only couple that did not become a part of the strong fellowship group that developed among the parents.

Future Placement:

The parents and staff decided that Steve needed to be in a kindergarten class in a special school for handicapped children where he would receive intensive physical, occupational, and speech and language therapy weekly. He would also receive more individualized teaching of readiness skills with a teacher pupil ratio of 1:4 in order to prepare him for a mainstreamed setting. An I.E.P. conference was held involving the personnel from the special school in planning for Steve's needs for next year. His parents particularly requested assistance in teaching Steve how to dress and undress himself in order to increase his independence.

CASE STUDY: Barbara N.

Child #2

Barbara is a very bright forty-five month old girl who has participated in the Gifted-Handicapped Project on a part-time basis for the last half of last year and on a fulltime basis for this school year 1977-78. Barbara had been in excellent health until a necessary surgical intervention for a craniophargngioma at eighteen months, which resulted in total blindness and injury to the pituitary gland controlling growth. She is an adorable, chubby child with honey-blonde hair and big brown eyes. Before participating in the Gifted-Handicapped Program, Barbara and her mother attended the Infant Treatment Group at the Division for Disorders of Development and Learning two mornings a week. Because of her exceptional abilities (including a large vocabulary, refined tactile sense, and high socialization skills), the Infant Treatment Group staff referred her to the Gifted-Handicapped Program.

Family Background:

The N. family are residents of Hillsborough, N. C., a small historic town. The family includes Barbara, a brother, age seven, father who runs a bookkeeping business with his brother and mother, who is a full-time housewife. Both extended families live in the immediate area so that much of the fmaily social life revolves around family contacts. Both parents are gregarious and this friendliness is reflected in Barbara's outgoing personality.

Since Barbara was a normal child until eighteen months of age, the family has had a relatively short time to accomodate to her handicap. They have shown unusual ability to accept the exigencies caused by her condition. They were informed that her chance of recovery from surgery was ten percent, therefore they feel fortunate to have seen her recover and function so well. Her complex medical needs due to pituitary deficiencies require regular medication which is both expensive and demanding. They have shown remarkable coping skills and have not succumbed to the temptation to spoil her. Both parents have been committed to meeting her needs but have refused to indulge her and have thereby given her exceptional independence and good interpersonal skills.

Assessment Information:

Test Administered	Pre-Test C.A.	Pre-Test Results	Post-Test C.A.	Post-Test Results	Time Lapsed	Change
LAP	37 Mos.	(Dev. Ages) Fine Motor 37 mos. Language/ Cognitive 66 mos. Gross Motor 48 mos.	44 Mos.	(Dev. Ages) Fine Motor 60 mos. Language/ Cognitive 72 mos. Gross Motor Not Administered	7 mos	+ 23 mos. + 6 mos.

Assessment Information:

Tests Administered	Pre-Test C.A.	Pre-Test Results	Post-Test C.A.	Post-Test Results	Time Lapsed	Change
Interim Hayes Binet Intelligence Test for the Blind	37 mos.	Mental age of 49 mos. within the bright normal age of intelligence	44 mos.	Mental age of 67 mos. within the superior range of intelligence	8 mos.	+ 10 mos. additional gain in mental age
Maxfield Buchholz Social Maturity Scale for Blind Preschoolers	36 mos.	Social age of 52 mos. 99th percentile for blind children her age.		Not administered		
Vineland Social Maturity Scale	36 mos.	Social age of 42 mos. 75th percentile compared to gifted children her age	44 mos.	Social age of 61 mos. 90th percentile compared to sighted children her age	8 mos.	+ 11 mos. additional gain in social age

Child's Behavior in the Classroom Environment:

From January to June, 1977, Barbara attended the Gifted-Handicapped Class two mornings a week on an irregular basis. This school year, she participated regularly Monday through Thursday from 8:30 - 1:00. Classroom activities included: circle time, individualized and developmental activities, unit activities, free play and gross motor time, music, and art. Barbara particularly enjoyed music and singing. She easily learned words and motions to songs from teachers and records. Because of her talent in music, her mother started taking her to violin lessons, using the Suzuki method. In her violin group, the instructor commented that Barbara was progressing better than any of the other children, who were sighted. Barbara was a very outgoing child engaging easily in conversation with adults and children alike. She had an amazing ability to identify people and objects with her hands.

In skill development, Barbara's *motor skills* were exceptional, considering her handicap. She could run, balance on one foot, throw a ball , and ride a tricycle. She was confident in locomotion with physical or verbal prompting.

In *fine motor/writing tasks*, she demonstrated excellent finger dexterity and could string beads, lace, place pegs in holes, build with blocks, and imitate the H stroke and a cross (+) and copy a circle. The last four months of the school year, a volunteer blind college student worked with Barbara on Braille readiness tasks once a week. While Barbara's self-help skills were age appropriate, her *language and cognitive abilities* were above average. She could complete opposite analogies, define object function, name body parts, use prepositions correctly, count 1-10, and demonstrate 1:1 correspondence with six beads. She was attentive to verbal and directive cues as well as tactile ones in the midst of learning a task.

When Barbara was interested in what she was doing, she would play or work independently for long periods of time. She enjoyed working in a one to one situation with the teacher and was very persistent in completing tasks. She often approached new activities in a game-like way. If she didn't know the correct answer to a question, she would sometimes make up a nonsensical response to fool the teacher. Barbara was a delightful, imaginative child with great curiosity and an eagerness to learn.

Family Participation:

The N. family participated in the Gifted-Handicapped Program for one full year and part of another. Though she was enrolled during January of 1977, Barbara's and family illnesses prevented her attendance on a very regular basis. Attendance was more regular during 1977-78. Mother has been a regular participant in the mothers' meetings and has both contributed and gained from the group. Both parents have been interested and responsive to the child's needs and project requests. They purchased a violin for Barbara following her introduction by the Suzuki method during 1977-78. Mother has sought and followed through with additional opportunities for Barbara such as horseback riding lessons and acrobatics.

Future Placement:

Since all of Barbara's preschool experience had been with handicapped children, the project staff and her parents decided that it was crucial to expose her to a preschool experience with normal children. Fortunately, there was a new non-profit half-day preschool program beginning that was directed by a special educator. The director, who was reserving four of sixteen slots for handicapped children, was delighted with the prospect of having Barbara participate in their preschool (teacher-child ratio of 1:4).

The following agencies participated in Barbara's I. E. P. conference planning to meet her special needs: (see appendix Z) parents, preschool program for next year, Exceptional Child Coordinator from the school district that would serve Barbara the following year, representatives from N. C. Division for the Blind and the Gifted Handicapped Project. It was decided that Barbara would attend the normal preschool program three days a week and receive training in mobility and Braille from special instructors from N. C. Division for the Blind the other two days. The public schools in the meantime would find special training for Barbara's kindergarten teacher for 1979-80 in order to be ready to meet the challenge of giving her an appropriate education in her neighborhood school.

CASE STUDY: Kent K.

Child #3

Kent is a sixty-four month old boy who has participated in the Gifted-Handicapped Program for the 1977-78 school year. He is an attractive blond child who has a congenital deformity, diagnosed as Metatropic Dwarfism, resulting in severe bone abnormalities. His only form of independent locomotion presently is in a four wheel walker. Because of spinal fusion, he has no movement of his neck from side to side, and due to the shortness of his arms, his arm movement is very restricted, although he can touch midline. Kent was served by a program for handicapped children in Connecticut from age three until the family moved to North Carolina in the summer of 1977. He was referred to the Gifted-Handicapped Program because of his ability to learn rapidly and utilize a large vocabulary for a child his age.

Family Background:

The K. family lives in Cary, North Carolina which is a suburb of Raleigh and adjacent to the Research Triangle Area where father is employed at I. B. M. The family consists of Kent, a sister, seven years old, father, and mother who is a full-time housewife. The family moved to North Carolina from New England during 1977 and have no extended family in the south. Consequently, they have primarily looked to their own resources for meeting their social and emotional needs.

Since Kent has had numerous hospital experiences, the mother, who has spent much time there with him, has become very knowledgeable of his complex medical problems. She has also become an aggressive advocate for adequate services for her son. Both parents are attentive and supportive to the child without being indulging.

Though the trauma of the unusual medical conditions with its attendant psychological and financial (much of which I.B.M. has underwritten) stresses have posed severe pressures on the family, the have emerged with impressive family solidarity following a divorce and remarriage. Within the last two years, the mother has experienced a meaningful religious conversion which has given the whole family spiritual resources.

Assessment Information:

Kent was enrolled in the project in September, 1977 on the basis of informal teacher observation and evaluation and parent interview. In October, he received an interdisciplinary two day evaluation by the D.D.D.L. staff including medicine, psychology, occupational therapy, pedodontics, nutrition, pediatric-audiology, psychiatry and speech and language. Social work and special education information was contributed by the Gifted-Handicapped staff. At this time, Kent demonstrated normal cognitive and affective functioning with advanced language and visual perception skills.

In the following pre-post testing data, in the developmental assessment, Kent scored at the top of the scales in two areas, and therefore showed

no improvement because the scales did not assess his additional skills. In cognitive counting, he moved from items at a 54 month level to items at the 72 moths level, which was his largest gain.

Tests Administered	Pre-Test C.A.	Pre-Test Results	Post-Test C.A.	Post-Test Results	Time Lapse	Change
LAP	56 mos	(Dev. Ages) Fine Motor 60 mos.	63 mos.	(Dev. Ages) Fine motor 66 mos.	7 mos.	+ 6
		Fine Motor Writing 54 mos.		Fine Motor Writing 60 mos.		+ 6
		Cognitive Matching 72 mos.		Cognitive Matching 72 mos.		0
		Cognitive Counting 54 mos.		Cognitive Counting 72 mos.		+18
		Cognitive/ Language Naming 72 mos.		Cognitive Language Naming 72 mos.		0
Stanford Binet Intelligence Scale	55 mos.	Mental age of 57 mos. in the average range of intelligence	62 mos.	Mental age of 71 mos. still in the average range of intelligence but demonstrating increased rate of development	71 mos.	9 mos. additional gain in M.A.

Child's Behavior in the Classroom Environment:

Classroom activities conducted four mornings a week from 8:30 - 1:00 included circle time, individualized and developmental activities, unit activities, free play, gross motor time, music, and art.

Kent initially seemed reserved and very matter-of-fact, interested in "working hard" on tasks. As he became more familiar with the classroom environment, he began to relax, talk and relate his experiences easily, and play with the other children. He was very articulate about his needs with both teachers and peers and over the year began developing an ability to express his feelings. For example, in the beginning of the year during

circle, Kent would always say he was feeling "good". By the end of the year when prompted, he would express his real feelings (e.g., angry, sad, tired, happy) and explain why he was feeling that way. Because of his extreme vulnerability, (he couldn't catch himself if pushed over), Kent was apprehensive of other children initially, until he felt he could anticipate their actions. because of Kent's parents' commitment to mainstreaming, attention was given during the last couple months of school to decreasing his teacher dependence and increasing his ability to work independently. For example, The teachers structured situations where Kent would have to complete a task with another child without teacher assistance. He was also encouraged to request assistance, when appropriate, from other children, rather that the teacher.

Kent was very alert and learned easily. In *language development and prereading skills,* he could quickly absorb and use new vocabulary, sound out initial consonants of words, and rhyme words. He particularly enjoyed the Aimes Prereading kit, and could do all the activities by himself at the end of the school year. Because of his restricted range of motion, *fine motor* manipulation was difficult for Kent. Yet, he was able to develop effective strategies for such tasks as puzzle completion (using a wooden long arm) and bead stringing. He had good control of a large magic marker and could write his entire name and copy all of the letters of the alphabet. Kent particularly enjoyed drawing a person, giving much attention to the detail. A few examples of *cognitive tasks* Kent could perform included: telling time on the hour and half hour, matching numerals to set up to 12, telling the source of actions, and understanding concepts of less and more. In his walker, Kent could participate in games like hide and seek and red rover. He could also throw a ball and was working on catching a ball.

Kent had a very long attention span and was very persistent in completing a task. He was very serious about working at school and motivated to attempt tasks. Creative play and pretending activities were very difficult for Kent at the beginning of the year. He also did not seem to see humor in nonsensical statements. As the year progressed, Kent was able to participate more easily in creative play and appreciated as well as initiated humorous statements (e.g., Kent made up silly nicknames for all the teachers and other children in the classroom).

Family Participation:

This family was a participant in the program during 1977-78 academic year. The family participated regularly in most activities. Father's work schedule was limiting. The geographic location of this family was central for the program participants and their home was the meeting place for three "pot luck" dinners. They hosted these with graciousness. Mother chose not to work in the classroom, but she attentively monitored her child's progress and services. This mother's nurturing qualities and aggressiveness made her a natural leader in the parent group. Kent's parents also made the decision to mainstream him and took an active role in providing liaison between the Gifted-Handicapped Program and the public schools.

Future Placement:

To facilitate Kent's kindergarten placement in his neighborhood school, the project staff organized an I.E.P. planning conference, held at that school

involving central office and local school personnel, Kent's mother and project staff. Plans for the coming year included: 1) ramps for all school entrances, 2) special training sessions for the teachers, 3) a request for an additional full-time instructional aide to assist in the classroom, 4) transportation to and from school, 5) on-going consultation when needed from Kent's physical therapist and the Gifted-Handicapped staff, 6) special materials and equipment for the classroom, and 7) a special orientation about Kent to the other children in the classroom. Kent's parents and the project staff are currently exploring the possibility of securing a motorized wheelchair. This wheelchair would give Kent independent mobility, permitting much more self-directed participation in the classroom. The staff felt that the motorized wheelchair would help increase Kent's self-confidence in a mainstreamed setting.

A CASE STUDY: Abigail R.

Child #4

Abigail is a sixty-three month old girl who has participated in the Gifted-Handicapped Program for three years, one day when she was three, and three days a week when she was four and five. This last year at age five, she also participated in a regular church preschool program for two days a week. She is a petite, cute blond child whose head is somewhat small in proportion to her body due to microcephaly. Abigail has been diagnosed as having partial blindness associated with microphthalmus and complete retinal detachment bilaterally. Although her vision is severely impaired, she can use it for ambulation and close observation. She also has a moderate delay in gross motor development. Prior to Abigail's enrollment in the Gifted-Handicapped Program, an Early Intervention Project served Abigail and her mother through home visits and group sessions once a week. A social worker for the blind also provided invaluable resources to the R. family at this time. Abigail was referred after an extensive evaluation at D.D.D.L. to the Gifted-Handicapped Project because of her high language abilities and her advanced level of social competence in comparison to other visually impaired children her age.

Family Background:

The R. family, residents of Raleigh, North Carolina, consists of Abigail, age five, one sister, age seven, father, a salesman of annuities and mother who is a former teacher, but currently a full-time housewife. The home is stable, warm and loving. Parents are friendly and family oriented. Both parents are active in church and civic affairs and have assumed leadership roles in these activities. Extended family lives within an hour's drive and ties are close and meaningful. Family adjustment to Abigail's handicap has been complicated by the unpredictable and multiple nature of the limits imposed by her condition. The early diagnosis of blindness has been modified by her obvious vision that seems to fluctuate daily. Her seizure control and cognitive development have also been irregular and have made appropriate expectations difficult for the parents to formulate. The family demonstrates flexibility and resiliency in their daily coping with the current needs as best they can be evaluated. The family has given Abigail valuable social skills.

Assessment Information:

During the three years of working with Abigail, it soon became obvious to the project staff that she was a child who did not perform well in a testing situation. She would demonstrate skills in interacting with her peers, that she would not do in a direct teaching-testing situation. Although Abigail's language skills remained proficient, it became apparent that she had some other learning difficulties with abstract concepts. The fact that her visual ability varied greatly from day to day and was very inconsistent, seemed to affect her cognitive performace. These factors need to be considered in interpreting Abigails assessment information.

Tests Administered	Pre-Test C.A.	Pre-Test Results	Post-Test C.A.	Post-Test Results	Time Lapsed	Change
LAP	54 mos.	(Dev. Ages) Fine Motor 49 mos.	62 mos.	(Dev. Ages) Fine Motor 49 mos.	8 mos.	0
		Cognitive 49 mos.		Cognitive 54 mos.		+ 5 mos.
		Language 42 mos.		Language 54 mos.		+12 mos.
		Social 50 mos.		Social 52 mos.		+ 2 mos.
Interim Hayes Binet Intelligence Test for the Blind	54 mos.	Mental age of 39 mos. within the borderline range of intellectual functioning	62 mos.	Mental age of 51 mos. within the low average range of intelligence	8 mos.	+ 4 mos. additional gain

The Child's Behavior in the Classroom Environment:

Classroom activities conducted four months a week during the third year of the project were very similar to the previous year including: circle time, individualized activities, developmental activities, unit activities, free play, gross motor time, music and art. Abigail was particularly gifted in music, learning the words and tunes to new songs with amazing speed. She assisted the teachers in helping the other children learn new songs. In relation to her peers, Abigail showed remarkable sensitivity, always willing to assist the more severely handicapped children. She was a playful child with a good imagination and story-telling ability.

In terms of skill development, Abigail made much progress during the school year. Her *gross motor* skills were within the normal range including

running, riding a tricycle, balancing on one foot for five seconds, throwing a ball, and dancing to music, in spite of her visual handicap. Due to her visual impairment, *fine motor activities* were difficult for her, although by the end of the year she could draw a circle, string small beads, build block towers, and cut across a piece of paper. Her *cognitive skills* showed improvement and included: the ability to make opposite analogies, count three objects, match and name colors, and define objects and describe their function.

Abigail participated actively in group activities. When interested in an activity (like legos or puzzles), she would spend long periods of time working by herself. If Abigail was not interested in a direct teaching situation, she would become distractible and attempt to change the subject. She seemed to learn best indirectly through structured play, when she didn't feel like she had to be performing.

Family Participation:

This family participated in the Gifted-Handicapped Program for three years. They were interested, cooperative and very supportive to the staff. Mother worked as a regular and valuable volunteer in the classroom for one day a week during most of two years. They gave many hours of time toward the development of project media in which their child and family was used for a case study. Through their project contacts and board participation, both parents have become interested in pursuing an expanded role as advocates for needs of handicapped children.

Planning for Future Placement:

After much deliberation and investigation of resources, the project staff and parents decided that Abigail needed to be placed in a kindergarten preparatory class which would provide her with more individualized instruction and specialized curriculum than would typically be available in a mainstreamed kindergarten setting. Going from the Gifted-Handicapped Class with six children and two teachers to a class of fourteen children and two teachers, would be a good interim step in preparing Abigail to be mainstreamed. This special program fortunately was located in the neighborhood elementary school that her sister already attended. In the I. E. P. conference, plans were made to intensify auditory and tactial training for Abigail to facilitate her learning process.

CURRICULUM VALIDATION

Many research studies have indicated that the effectiveness of a particular curriculum approach is greatly influenced by the specific teacher implementing the curriculum. Nevertheless, project staff decided to implement the following procedures in an attempt to verify whether the curriculum actually facilitated the kinds of behaviors with teachers and child intended (discussed in Curriculum Model section, pp.).

Observation of Classroom Behaviors:

Is there an increase in the ability of the children to engage in activities at higher levels of Bloom's Taxonomy?

The project curriculum being developed was designed to enable teachers to structure activities at higher cognitive levels on Bloom's taxonomy. Therefore it was expected that the children who had been exposed to this curriculum, would be more able to engage in higher level activities (presuming that they were in situations in which the activity and the questions warranted such a response). To test this hypothesis, the demonstration classroom was videotaped on eight randomly selected days in the fall and eight randomly selected times in the spring. The responses of the students were coded on the Florida Taxonomy of Cognitive Behavior (see appendix DD) which categorized the verbal responses of the children into the various levels of Bloom's taxonomy. The results of these observations are presented in Table B. Unfortunately, the particular activities which were implemented on those days were primarily demonstrations or construction activities requiring very little verbal response from the children. Thus, the number of responses which could be coded according to this taxonomy were very few for many tapes. However, it should be noted that there was a decrease in the number and percentage of responses at the higher levels of the taxonomy.

TABLE B

Observation of Classroom Activities

	Fall	Spring
Knowledge	48 (56%)	12 (26%)
Comprehension	38 (44%)	28 (65%)
Application		3 (6%)
Analysis		
Synthesis		
Evaluation		4 (9%)

The number of manipulative and art activities done with the children was typical for a preschool program. This fact raised questions about the effectiveness of using a scale that depended completely on verbal responses to determine the level of children's performance (see Research Notes).

Some of the activities taped seemed by the raters to be highly structured. Because of a limited classroom space and the sensitivity of the teachers to the extreme vulnerability of two of the children to free movement on the part of the other children, curriculum unit time seemed to settle into a space - usually around the table. Most of the taped activities were taking place around the table, and consequently were more teacher directed than would have occurred in a less structured physical setting. Nevertheless, the information from the videotapes suggested that the nature of activities for gifted children should be re-examined in light of two facts: 1) these children needed to be encouraged to develop more abstract thinking through their verbal skills, and 2) the construction activities needed to permit more creativity and synthesis.

A comparison of the levels of the activities chosen on the days which were videotaped (as specified in the curriculum guide) are given below:

Fall*		Spring*	
Knowledge	3	Knowledge	2
Comprehension	2	Comprehension	0
Application	2	Application	2
Analysis	2	Analysis	2
Synthesis	0	Synthesis	2
Evaluation	0	Evaluation	1

*On one day more than one activity was completed.

Although this represents only a small sample of the total activities of the program, it would seem to indicate that more of the activities aimed at developing higher level thinking processes were implemented in the spring than in the fall as intended by project staff.

Teacher Talk - Child Talk:

Is there a decrease in the proportion of teacher-talk to child talk over the year?

One stated goal of the project was the reduction of teacher talk and an increase in pupil talk in the classroom through implementation of the curriculum. To examine the degree to which this goal was achieved, a behavioral observation of the classroom seemed warranted. The demonstration classroom was videotaped eight times in the spring. Fifteen minute periods were chosen during which some specific activity suggested by the curriculum guide was ongoing. The tapes were viewed for five minutes each by an observer who had no knowledge of the purpose of the study or the dates on which the tapes were made. At the end of each ten second interval, the observer noted whether the teacher or a child was speaking (if anyone was speaking). The results of each session are presented in Table M. In both fall and spring, approximately two-thirds of the talking is done by teachers. The large number of demonstration activities would partially account for this large discrepancy. The other important factor to consider in interpretating this data, was a change of personnel mid-year, with the assistant teacher becoming the head teacher and a new assistant teacher coming into the program. It is likely that in assuming a new role, the new head teacher would have been more anxious to direct

the teaching situation. Conceivably, if data like this was taken over a year's time (with no role changes), a teacher would become more comfortable with the curriculum approach, and permit the learning to be more self-directed. The data taken did indicate that most of the questions posed by the teachers required only one word naming responses and that more attention should be paid to activities which require more complex verbal responses from the children.

TABLE C

Frequency of Teacher/Pupil Talk in Demonstration Classroom

	Fall		Spring	
	Teacher	Child	Teacher	Child
	14	9	17	6
	16	6	22	0
	20	9	22	13
	23	13	19	4
	19	13	13	14
	19	9	17	10
	21	8	11	5
	13	7	24	11
Total	145 (67%)	74 (34%)	145 (69%)	63 (31%)

Judges' Logical Verification:

Do outside judges categorize activities in the curriculum at the same level of Bloom's Taxonomy as the developers of the curriculum did?

One question raised as part of this evaluation was the degree to which the activities developed as part of the project curriculum would be categorized by outside judges at the level of Bloom's Taxonomy designated by the developers of the curriculum. In order to examine this question, two groups of individuals were presented with randomly selected activities from the curriculum and asked to categorize each activity as knowledge, comprehension, application, analysis, synthesis or evaluation. The first group (Group I) of individuals was composed of five teachers who had participated in a workshop designed to explain Bloom's Taxonomy plus the staff of the Gifted-Handicapped Project all but one of whom had not participated in the development of the activities. The other group (Group II) was comprised of students at the University of Virginia who had been enrolled in a course where the concepts had been explained or faculty at the University of Virginia.

The results of the categorization activity are presented in Table D only twelve of the thirty activities were categorized by at least half of Group I in the same category as that designated by the curriculum designers. A majority of the other group (Group II) categorized sixteen of the activities in the same category as those designated in the guide. Fifteen activities were "correctly" categorized by the majority of the total group. (See Table E.). A close look at the table reveals some interesting trends. First, Knowledge and evaluation items seemed to be clearly categorized and in agreement

with designated categories. Although the middle categories seemed more easily confused, most of the "incorrect" responses were at levels very close to the given level. Note, for example, that even though only four of the total group placed number two in the category application, seven placed it in analysis and two placed it in comprehension.

In summary, it would seem that even though there does not seem to be complete agreement on placement of a given activity at some level of the Taxonomy, there does appear to be a distinction in the activities between those categorized as low level, middle level and high level activities. There are some items, however, which generated widely desparate responses, suggesting a need for the staff to reconsider the classification of the activities and the clarity of the activities purposes.

One of the frequent comments made by persons asked to sort the activities into the various levels of the Taxonomy was the degree to which diversity in implementation of an activity could result in multiple classifications. For example, many of the construction activities could either be synthesis activities (if students were allowed to use original ideas) or simple comprehension activities (if students simply carry out instructions given by the teacher). These comments would suggest that there is a need to include in the curriculum guide a discussion of the Taxonomy and the ways in which a particular activity (although designed at one level) may be implemented at many levels depending on the types of questions posed, the freedom of choice, etc.

This comment might also account for the lack of agreement among judges in classifying the activities. That is, a given individual might imagine the implementation at a higher level than another individual.

TABLE D

CURRICULUM VALIDATION STUDY

GROUP I

* = Correct Answers

ITEM	CORRECT ANSWER	NUMBER GIVING KNOWLEDGE	NUMBER GIVING COMPREHENSION	NUMBER GIVING APPLICATION	NUMBER GIVING ANALYSIS	NUMBER GIVING SYNTHESIS	NUMBER GIVING EVALUATION
1	Evaluation	2	1			1	* 4
2	Application		1	*3	4		
3	Synthesis	3	2	2		* 1	
4	Knowledge	*1	5		2		
5	Knowledge	*5	2	1			
6	Evaluation	1		1	1		* 5
7	Synthesis			3	1	* 4	
8	Comprehension	1	*2	4	1		
9	Application		1	*2	2	2	1
10	Analysis		3	2	*3		
11	Evaluation	1	2	1		1	*3
12	Evaluation	2		1	1		*4
13	Evaluation		1			5	*2
14	Comprehension	6	*1		1		
15	Analysis		2		* 6		
16	Application	2	2	*2	2		
17	Knowledge	*4		1		2	1
18	Comprehension	1	*6	1			
19	Comprehension	2	*4	2			
20	Application	3	2			2	1
21	Knowledge	*2	3	2	1		
22	Knowledge	*3	3	1		1	
23	Synthesis				3	* 3	2
24	Analysis		1	1	4	1	1
25	Comprehension		*6	2			
26	Comprehension	1	*4	1	2		
27	Synthesis			5		* 3	
28	Comprehension	1	*6	1			
29	Application	3		* 2	2	1	
30	Analysis		2		*4	1	1

TABLE E

CURRICULUM VALIDATION STUDY
GROUP II

* = Correct answers

ITEM	CORRECT ANSWER	NUMBER GIVING KNOWLEDGE	NUMBER GIVING COMPREHENSION	NUMBER GIVING APPLICATION	NUMBER GIVING ANALYSIS	NUMBER GIVING SYNTHESIS	NUMBER GIVING EVALUATION
1	Evaluation						*4
2	Application		1	*1	*3		
3	Synthesis	1		1		3	
4	Knowledge	*2	1		2		
5	Knowledge	*5					
6	Evaluation	1					*4
7	Synthesis	2		2		*1	
8	Comprehension	1	*1	2	1		
9	Application			*1	2		2
10	Analysis	2	1	1	*	1	
11	Evaluation					1	*4
12	Evaluation					1	*4
13	Evaluation		1				*4
14	Comprehension	1	*4				
15	Analysis	1		1	*3		
16	Application	3		*2			
17	Knowledge	*3				2	
18	Comprehension	1	*	1	3		
19	Comprehension		*3	1	1		
20	Application		1	*1	1	2	
21	Knowledge	*4		1			
22	Knowledge	*4			1		
23	Synthesis			1		*1	3
24	Analysis	1	1		*3		
25	Comprehension		*3	2			
26	Comprehension	2	*3				
27	Synthesis	2		1		*2	
28	Comprehension	4	*1				
29	Application	2	1	1		1	
30	Analysis		2	1	*2		

TABLE E

CURRICULUM VALIDATION STUDY
(Total of both Groups)

* = Correct Answers

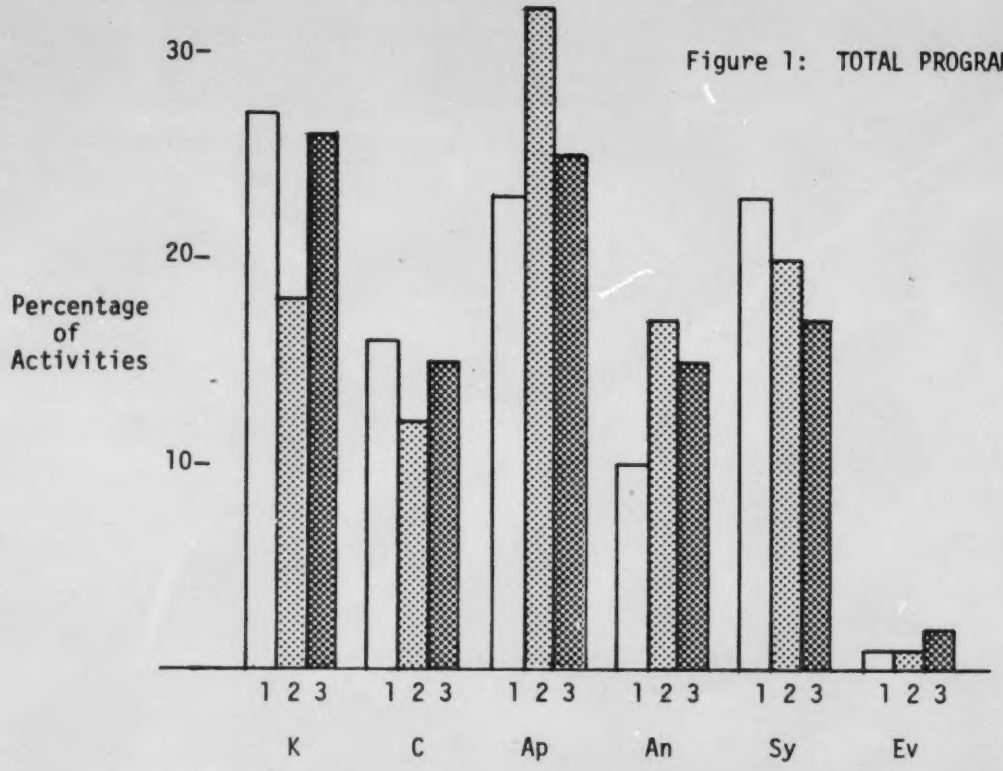
ITEM	CORRECT ANSWER	NUMBER GIVING KNOWLEDGE	NUMBER GIVING COMPREHENSION	NUMBER GIVING APPLICATION	NUMBER GIVING ANALYSIS	NUMBER GIVING SYNTHESIS	NUMBER GIVING EVALUATION
1	Evaluation	3				1	8
2	Application		2	*4	7		
3	Synthesis	4	2	3		*4	
4	Knowledge	*3	6		4		
5	Knowledge	*10	2	1			*9
6	Evaluation	2					
7	Synthesis	2		5	1	*5	
8	Comprehension	2	*3	6	2		
9	Application		1	*3	4	2	3
10	Analysis	2	4	3	*3	1	
11	Evaluation	1	2	1		2	*7
12	Evaluation	2		1	1	1	*8
13	Evaluation		2			5	*6
14	Comprehension	7	*5		1		
15	Analysis	1	2	1	*9		
16	Application	5	2	*4	2		
17	Knowledge	*7		1		4	1
18	Comprehension	2	*6	2	3		
19	Comprehension	2	*7	3	1		
20	Application	3	3	1	1	4	1
21	Knowledge	*6	3	3	1		
22	Knowledge	*7	3	1		1	
23	Synthesis			1	3	*4	5
24	Analysis	1	2	1	*7	1	1
25	Comprehension		*9	4			
26	Comprehension	3	*7	1	2		
27	Synthesis	2	1	5		*5	
28	Comprehension	5	*7	1			
29	Application	5	1	*3	2	2	
30	Analysis		4	1	*6	1	1

Levels of Bloom's Taxonomy:

Are teachers using more activities at the end of the year at the upper levels of Bloom's Taxonomy than they did at the beginning of the year?

Like the previous year, curriculum records were kept on the level of participation of each child on Bloom's Taxonomy. Although there was generally an increase in higher level activities by the end of the year as compared to the beginning of the year, the data was significantly affected by the change of teaching personnel in mid-February. The knowledge and comprehension levels increased over the second trimester, indicating the teachers need to direct the classroom activities. This fact was not unusual considering the teacher was assuming a new role of responsibility. Based on the previous year's data, as the teachers became more confident in their roles, the classroom activities would have become more flexible and at higher levels of the taxonomy. The percentage of activities at each level for the total program and for the individual children are represented in Figures 1-5.

Figure 1: TOTAL PROGRAM



KEY

1st trimester

2nd trimester

3rd trimester

K = Knowledge

C = Comprehension

Ap = Application

An = Analysis

Sy = Synthesis

Ev = Evaluation

Figure 2: Child #1

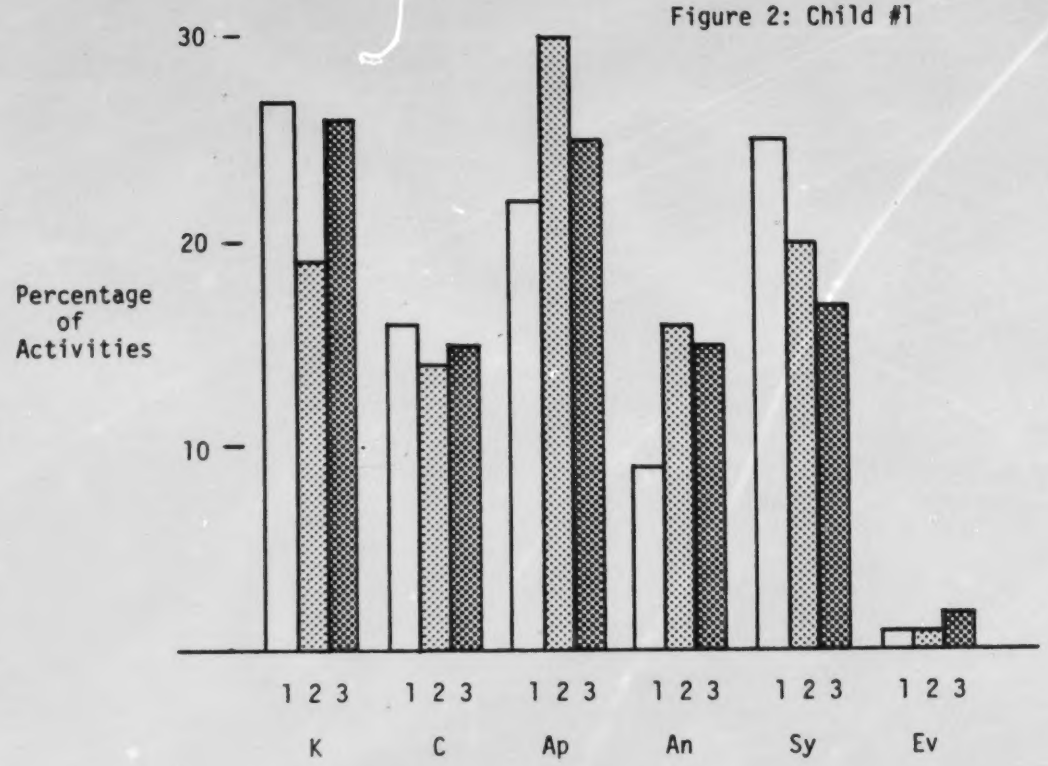


Figure 3: Child #2

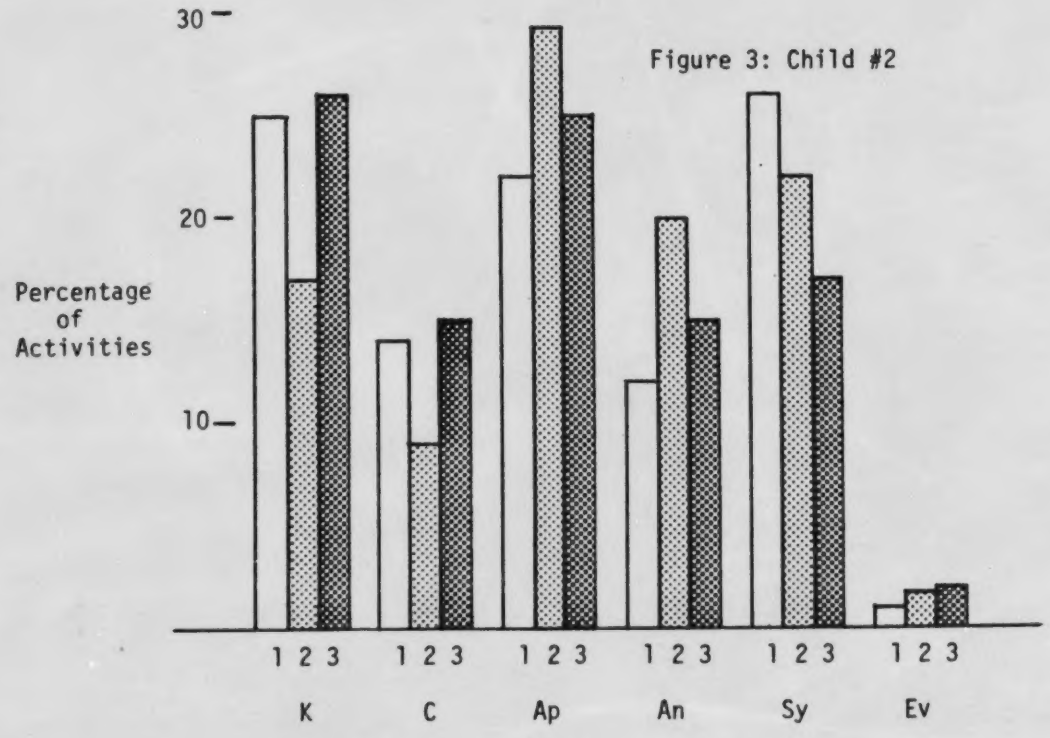


Figure 4: Child #3

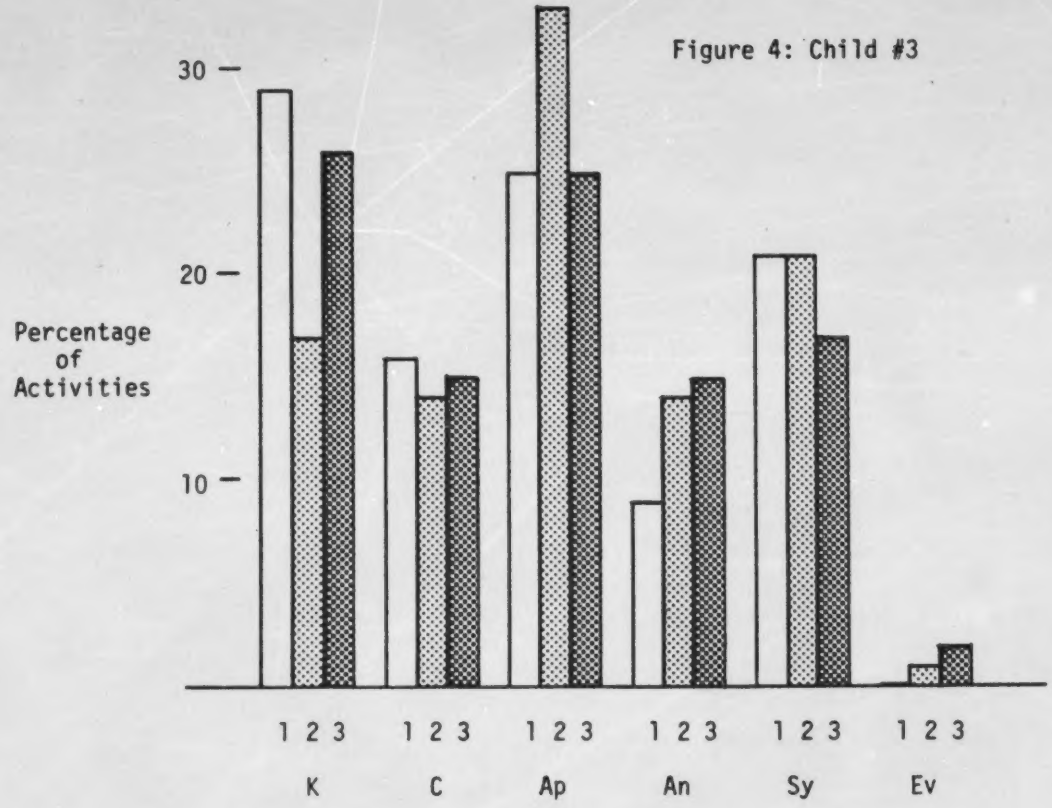
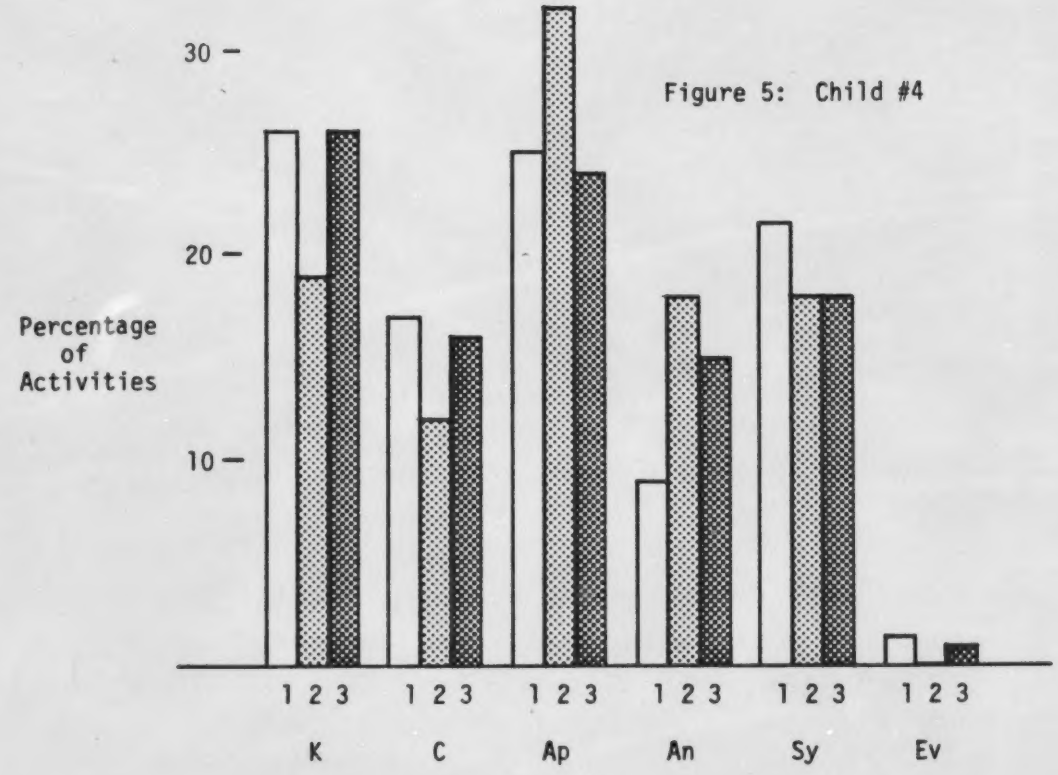


Figure 5: Child #4



STATEWIDE CONSULTATION MODEL

The method utilized in assessing this program component was the Participant Reaction Form. Pre-post videotaping of actual classroom behavior in selected consultation sites had been intended in the evaluation plan. With the implementation of Public Law 94-142, the Bill of Rights for Handicapped Children, in the fall, 1977, many of the collaborating agencies were involved in planning Individual Educational Plans (I.E.P.'s) and made late referrals to the Gifted-Handicapped Project. Therefore, the establishment of the statewide network was delayed until late fall, making videotaping unfeasible.

Satisfaction of Teachers and Other Professionals:

Where the teachers and other professionals in the field satisfied with the consultation services they received?

Six teachers field tested the curriculum and received on-going consultation. The results of their rating of the services they received are tallied below:

A. Initial Training in curricula:

1) Was the initial training in this curriculum approach individualized to meet your own background and experience?

Not at all	
Very little	
Somewhat individualized	2
Helpfully individualized	4
Extremely individualized	

2) Did the initial training interest/motivate you in considering the use of this curriculum approach with your children?

Not at all	
Very little	
Somewhat motivating	1
Very motivating	3
Extremely motivating	2

B. Ongoing Consultation:

1) Was the consultant helpful in clarifying your ongoing questions about your use of the curriculum?

Not at all helpful	
Of little help	
Somewhat helpful	
Very helpful	3
Extremely helpful	2

(one person did not answer this question)

2) Was the consultant flexible in adapting the curriculum to meet individual needs of your program dn the child(ren) you serve?

Not at all	
Very little	
Somewhat flexible	
Very flexible	3
Extremely flexible	3

3) Were other resources provided when needed?

Not at all	1
Very little	
Somewhat	2
Very much provided	1
Always provided	1

(one person did not answer this question)

4) Did the child(ren) respond to the curriculum?

Not at all	
Very little	
Somewhat responsive	
Very responsive	3
Extremely responsive	3

5) Did this approach affect your teaching of other children?

Not at all	
Very little	
Somewhat	2
Very much	3
To an extreme degree	1

II. Please rate the curriculum on the following values:

A. Was it readable and easily understood?

Not at all	
Very little	
Somewhat	2
To a great degree	2
Always	2

B. Was it appropriate for your population?

Not at all	
Very little	
Somewhat appropriate	2
Very appropriate	4
Extremely appropriate	

C. Were the materials required reasonable and accessible?

Not at all	
Very little	
Somewhat reasonable and accessible	2
Very reasonable and accessible	4
Extremely reasonable and accessible	

D. Do you feel like the curriculum enabled you to teach the higher levels of Bloom's Taxonomy?

Not at all	
Very little	
Somewhat enabling	
Very enabling	5
Extremely enabling	

(One person did not answer this question)

E. Was the curriculum challenging to the child(ren)?

Not at all	
Very little	
Somewhat challenging	
Very challenging	4
Extremely challenging	2

Quotes from the Comments Section:

"I realized that I had been restricting my children to the most basic level of learning and not allowing them to explore and apply their knowledge."

"It made me re-evaluate my approach and my understanding of the learning process."

"My use of the program has helped me to adopt it's use of the learning process."

"The consultants were very responsive and understanding of the individual needs of our program."

"Once I became comfortable with the curriculum, it was challenging and fun to use. Initially it was somewhat frustrating as I found myself trying to do too much for the children at the higher levels of learning. It was *hard* to let go! Thank you!"

In one of the consultation sites, a bimonthly demonstration program was established. Intensive training was provided for a core of volunteer teachers, and a special reaction form was designed for them, using the same format with content based on their experiences. Out of the responses made by the four volunteers who completed the form, two percent of the responses indicated that the consultation had been extremely helpful, seventy-five percent indicated that the consultation had been very helpful, and seventeen percent indicated that the training had been somewhat helpful.

Finally, another reaction form was constructed for other professionals who had collaborated with the Gifted-Handicapped Project throughout the year. It is of interest to note that all eight professionals who completed this form were *extremely interested* in utilizing the consultation service again next year. The results are tallied as follows:

1. I feel that the collaboration with the Gifted-Handicapped Project that I have experienced has been:

Not at all helpful	
Of little help	
Helpful	4
Very helpful	4

2. I feel informed about the goals and objectives of the Gifted-Handicapped Project.

Not at all	
Minimally	
Adequately	6
Very adequately	2

3. I would feel comfortable making additional referrals or sharing information about the Gifted-Handicapped Project.

Uncomfortable	
Minimally prepared	
Adequate	3
Very comfortable	5

4. From my perspective, the information/consultation services of the Gifted-Handicapped Program is useful and needed to supplement and support existing programs.

Unnecessary	
Seldom needed	
Somewhat needed	2
Very needed	6

5. I would be interested in utilizing this service next year.

Not at all interested	
Minimally interested	
Somewhat interested	
Extremely interested	8

Satisfaction of Families in the Consultation Network:

Were families satisfied with the services provided by the project?

The family coordinator met regularly with two parents groups, one in Fayetteville and one in Winston Salem, North Carolina.

Fayetteville's Participation Reaction forms were completed by six mothers. The form was abbreviated and modified to treat the areas of program content there. Program subjects were listed and parents were asked to rate their usefulness on a scale of 1 - 5 (with five being highest).

Highest ratings were given to the 1) Movement Workshop, 2) the Child's Self Concept, 3) How Children Learn, and 4) Sibling Relationships. The mothers especially mentioned their appreciation for an opportunity to visit the special education classes in the public schools, since this gave them "hope for their children in the world of public education."

Parents found the materials that were distributed to be understandable, useful and relevant to their needs.

In Winston-Salem, similar reaction forms were utilized. Eight parents completed the forms and gave their highest ratings to the 1) Family Adjustment to the Hearing Impaired Child and 2) Parent/Professional Relationships. The parents rated the materials distributed as understandable, relevant and useful. These parents indicated desire for additional programs dealing with the needs of the family of the hearing impaired child.

Summary:

The professionals and parents who participated in the Statewide Consultation Service generally had good feelings about the services provided. Whether their knowledge or behavior was actually changed as a result of their exposure the project, cannot be determined, based on this evaluation procedure.

FAMILY PROGRAM

Parent Evaluation:

Chapel Hill Class: In the parent evaluation for 1977-78, four general areas were addressed:

1. Parent Participation - To what extent were the parents involved? What did parents find most meaningful in their participation?

2. Parent Change - In what ways did parents feel they changed? Were there changes in parent-child interaction that could be observed? Did parents' attitudes change in a direction that would seem to result in better achievement by their child?

3. Parent Perception of Child Change - What changes did parents perceive in their children? Are these attributed to participation in the program?

4. Program Evaluation and Satisfaction - Were families satisfied with services provided?

Three methods were planned to secure data for the evaluation:

1. Parent Evaluation Form (see appendix U). The evaluation forms used in 1976-77 and 1977-78 varied slightly. The evaluation form consisted of three parts: parent participation, parent perception of program results, and program satisfaction. Fourteen parents (100%) in the Chapel Hill class completed the form.

2. Video tape of parent child interaction a fifteen minute free play time of mother child interaction was taped in both spring and fall. The Response Class Matrix: A Procedure for Recording Parent-Child Interactions by Mash, E., Tendal, L., & Anderson, K. (see appendix EE) was chosen to evaluate this interaction.

3. Parent Inventory Scales (see appendix FF) selected scales from a Parent as Educator Interview form developed by Dr. Earl Schaefer & Marianna Edgerton were used in the fall. Since their research had demonstrated certain correlations between child achievement and parent beliefs, values and behaviors, it was anticipated that this method might be used to document changes in parent attitudes and beliefs in the direction shown to be highly correlated with child achievement.

   The parent response, however, percluded the use of the scale as a pre/post measure. Some refused to complete it a second time and others resisted and made such qualifying statements on the forms that the program evaluator recommended eliminating it from the evaluation report. It was the opinion of the evaluator that the test sophistication of the Gifted-Handicapped parent population prohibited

their responding to the wording of these scales. Consequently, no report on these scales is included. It should be noted that in the original research, the questionnaire was used by an interviewer rather than as a form to be completed by parents. This difference may have significantly altered parents' reaction.

Parent Participation:

Numerous options for participation in the program were available for parents. Though parents were requested to participate in some activities, the emphasis was on voluntary involvement with flexibility and individualization for their needs. Most of the parents seemed very interested and responsive to any opportunities provided for their involvement. Fathers were more limited because of their schedules.

Of the twenty options for parents, no parent participated in fewer than seven, with eighteen being the highest. The mean was 12.8.

Parents were asked to rate on a scale of one to five (five being highest) the usefulness of the various options for them. The following items in order of their ratings were considered most useful.

1. Printed materials regarding child's special needs and/or general parenting.
2. Parent-staff conferences.
3. Weekly mothers' meeting.
4. Special classroom days (Christmas, Thanksgiving, birthdays).
5. Classroom observation.
6. Participation in I. E. P. conferences.

Thirteen of fourteen parents responding indicated they felt there had been enough opportunities for participation in the program. One father indicated that his job requirements made it difficult for him to be involved.

Parent Change:

1. *Self Evaluation* - Through the evaluation form, parents assessed their own change in acquisition of information, attitudes and expectation. In the table below, percentages are shown of the fourteen parents who assessed their changes as "moderate to much" in the areas listed. It should be noted that fathers, whose participation was quite limited accounted for the lower ratings on the evaluations.

TABLE F

Parent Assessment of Changes Resulting from Program Participation N = 14	
What Parents Gained	% rating Moderate to Much
Knowledge of my child's abilities	79
Knowledge of my child's special needs	71
Greater acceptance of my child's abilities & disabilities	71
Knowledge of my role in my child's growth & development	64
Knowledge of how to work with my child	79
Knowledge of how to foster creativity	71
Knowledge of services available to my child	93
Knowledge of ways to be an effective advocate for my child	93
Information to formulate expectations for my child	86
Greater recognition and response to my own needs	79

2. *Observation of Parent-Child Interaction* - Parent change was also examined through the use of observation. Of the five children present in both spring and fall, four were video taped in a fifteen minute interaction with their mothers in "unstructured play." One child was not recorded because of her inability to respond verbally. Another tape was rendered unusable by mechanical difficulties, therefore only three were scored using the Response Class Matrix: A Procedure for Recording Parent-Child Interactions by Mash, E. J., Tendal, L. & Anderson, K. (see appendix EE).

It was hoped that the following changes would occur over the course of the program.

1. There would be a decrease in the number of commands given by the mother.
2. There would be an increase in the number of praise remarks made by the mother.
3. There would be a decrease in negative criticism by the mother.
4. There would be an increase in the number of questions asked by the mothers.

Mothers were not told what type of interaction was being examined nor was there any effort to "teach to" the direction of desired change during the year.

Table G, below, summarizes the findings of these observations. Two of the three mothers observed showed a marked decrease in the number of commands given. However, the expected changes in the other categories of behavior were not noted. Unfortunately, the number of priase responses did not increase as expected; nor did the number of questionning responses increase. The small number of negative responses given in the fall observation did not allow for decrease in that category except for mother #3 who did exhibit an appreciable decrease in negative responses.

TABLE G

Mother's interactions in Play situation

	Mother # 1		Mother # 2		Mother # 3	
	Fall	Spring	Fall	Spring	Fall	Spring
Command or Command Question	12 (18%)	4 (6%)	19 (28%)	8 (13%)	8 (12%)	11 (18%)
Question	33 (49%)	29 (43%)	18 (27%)	17 (27%)	16 (25%)	8 (13%)
Praise	3 (4%)	5 (8%)	5 (7%)	3 (5%)	4 (6%)	1 (2%)
Negative Responses	0 (0%)	1 (2%)	0 (0%)	0 (0%)	5 (8%)	1 (2%)
Interactions	20 (29%)	26 (40%)	25 (37%)	35 (55%)	31 (48%)	37 (60%)
No Response	0 (0%)	0 (0%)	0 (0%)	1 (2%)	1 (2%)	3 (5%)
Total number of Scorable Observations	68	65	67	64	65	61

The most notable change in behavior occurred in the category "Interactions." As defined by the authors of the scale, interaction is an attempt to initiate or maintain some type of mental contact. Examples of types of behaviors categorized as interaction is given on the following page:

(a) Verbal: Comments that may be neutral, positive or descriptive but contain no criticisms, commands or questions. The mother in some way communicates attention or expresses interest.

(1) "That's a big bridge you're building."

(2) "You sure are running fast."

(3) "There are some toys in the box."

(4) "We'll be going home when we're finished."

(5) "mmm' hmm"

(b) Nonverbal:

(1) holding parts of the same toy

(2) handing an object to the child

(3) smiling at the child

(4) physical contact other than negative

An examination of the data relative to this category indicates a positive increase in these behaviors -- which can be interpreted generally as a positive impact of the program.

As a by-product of the observation, the children's behaviors are also recorded. These responses are presented in Table H. The most revealing aspect of this data is the large amount of time spent by the children in interactions rather than directed or negative interactions.

TABLE H

Child's Behavior: Observation

	Mother # 1		Mother # 2		Mother # 3	
	Fall	Spring	Fall	Spring	Fall	Spring
Compliance	19 (28%)	11 (17%)	20 (26%)	13 (20)	10 (15%)	14 (24%)
Independent Play	0 (0%)	0 (0%)	0 (0%)	3 (5%)	1 (1%)	1 (2%)
Questions	5 (7%)	9 (14%)	2 (3%)	5 (8%)	4 (6%)	0 (0%)
Negative	0 (0%)	2 (3%)	2 (3%)	4 (6%)	3 (5%)	0 (0%)
Interaction	42 (63%)	42 (64%)	51 (65%)	39 (60%)	46 (71%)	43 (74%)
No Response	1 (1%)	2 (3%)	3 (4%)	0 (0%)	1 (2%)	0 (0%)
Total Response	67	66	78	64	65	58

Parent Perception of Child Change:

All parents stated that their child had made positive changes during the 1977-78 year. Ten of the fourteen indicated that they thought this was due to participation in the program. Four said it was partially so since their children were participating part-time in other programs.

The tallies of changes noted in various areas as perceived by the parents are shown on the following page:

TABLE I

Parent Perception of Positive Changes in Children N = 14	
Areas of Child Change	% parents responding positively
1. Language/Communication	78.5
2. Motor (large and small muscle)	78.5
3. Relationship with other children	85.7
4. Relationship with family members	71.4
5. Relationship with family members	71.4
6. Self-Help (eating, dressing, toileting)	57.1
7. Reasoning, problem solving	64.2
8. Attention	85.7

It should be noted that some of the children were either physically unable to demonstrate change or had communication limitations that prohibited the assessment of some of these areas of change.

Program Satisfaction:

All parents indicated positive reactions for themselves and their children to the program. Staff was rated on availability, openess to parent ideas, innovativeness, knowledge of their field, attention to individual needs, flexibility follow through on plans, and sensitivity. They were given highest ratings on most every item.

Among the experiences that parents appreciated most were the following:
- daily informal feedback from staff
- group experiences for their child
- emotional support from group of parents
- individual counseling by staff

Several quotes may best express parental response to the program. "I feel that the program has aided in stimulating my child's awareness of his environment and as a result has stimulated an interest to learn. (the program) has enforced our feelings and our child's feelings that he is a neat person with something to offer."

"it is a comprehensive curriculum for parenting handicapped children ... I wish I were granting agency: you'd be given all you ask for."

"(The program) gave me an opportunity to affirm my opinions of my son as unique...and to get some much needed support from other mothers."

Summary:

Though the questions addressed and methods employed have been primarily an effort to quantitatively evaluate the program, there should be a brief note regarding the qualitative aspect of the program which was significantly different during the 1977-78 year. Because the size of the group was larger and because of the distances traveled that required many hours of waiting and socializing, the parents formed close and meaningful relationships. The strong esprit de corps fostered such loyalty, that when one of the children went to the hospital, three of the mothers supported the mother in frequent visits to the hospital. In her closing remarks on the evaluation, one parent said, "One thing I can truly say about the project is that the families have come first. I become very emotional at the thought that these friends will not be in our lives on a weekly basis in the future."

DISSEMINATION AND TRAINING

How many people have been informed about the Gifted-Handicapped Project, how often, and about what?

A descriptive summary of the dissemination and training efforts during the third project year is included in the Dissemination, Training and Outreach Section on pp .

Where participants in training sessions satisfied with the training they received?

Specific participant reaction forms were designed and utilized in each training session conducted. Responses were generally very positive Following is a sample of one of the participant reaction forms utilized with results tallied (this form was used at the four Identification Workshops held at the beginning of the year):

1. You have participated in activities on the identification of young gifted-handicapped children, including a slide show and a training exercise on using the checklist. How do you feel now about making referrals on gifted-handicapped children or training others to do so?

    a. Totally inadequate 3
    b. Adequately prepared 23
    c. Very confident 14

2. You have been provided information about the Chapel Hill Gifted-Handicapped Project's demonstration classroom, statewide consultation services, and referral procedures for young gifted-handicapped children. How informed do you feel now about how you can utilize this project as a resource?

    a. Totally confused 1
    b. Adequately knowledgeable 21
    c. Very informed 19

Suggestions/Comments:

"I think this is valuable and very informative."
"Very thorough!"
"Well prepared, enthusiastic personnel."
"Enjoyed it very much. Well organized."
"Give more background in the beginning of your program. Stress gifted means normal and above intelligence at the first."
"The workshop was very informative."
"The filmstrips are very well prepared - the case study exceptionally good. We appreciate Outreach!"
"Information and presentation very interesting."
"Sounds like a fantastic resource."

"I feel it is a good program and am glad you will have consultation services this year - keep up the good work. I hope to find at least one child who would be appropriate."

"Every minute was well spent - which was quite different from most workshops. Very informative - seems to be a very worthwhile project."

"This session was well organized. No time was wasted. The filmstrip presentations were excellent."

"Well done and informative!"

"This session has made me realize the importance of looking beyond the handicap for special talents - a very beneficial session."

"The section of the slide show on the family was exceptionally moving and enlightening."

"Very interesting and informative - looking to using these services."

"Any lack of confidence I feel in making referrals is due to my own unsurness in accurately assessing behaviors and their indications- not lack of information from you."

"Perhaps make it two and one-half hours to allow for more questions and comments from the group. Very nicely done! Visuals great!"

"Considering the time element, I felt much relevant information was discussed. A very good workshop on dispersal of information."

"It will take me a while to absorb the material. It would have been good if you could have done two mornings - one to present material and one to answer questions."

"Very well planned and presented."

"Looking forward to the next one."

"Enjoyed relaxed, informal atmosphere. I feel I benefited from session."

"Media presentation excellent; handouts appreciated. Information was well presented."

"Follow up with another and visit to classroom. Perhaps invite nursery school directors who have wide access to children in the community." List available of centers, directors, etc., through me if desired."

"Well prepared. Good audio visuals."

"If you mention Bloom's Taxonomy at the beginning of the session, define it then - even hand out the definition then, otherwise it was GREAT!"

"Excellent presentation - thank you!"

"I thought the training exercise gave us a good opportunity to try out the checklist first hand before we shared it with others!"

SUMMARY

For most of the project components, evaluation procedures indicated program effectiveness. A brief explanation needs to be made in several instances where procedures were not helpful and/or results were not what had been expected.

Three of the instruments utilized (The revised Piers-Harris Self Concept Inventory and the Child-Behavior Inventory in the Individual Child Change section and the Parent Inventory Scales in the Family Evaluation section) proved to be unworkable for the families and children served by the project (see Research Notes).

The curriculum validation information revealed less than desirable intended change in teacher and child behaviors. Various mitigating factors need to be taken in consideration in interpreting the results:

1) The extremely small size of the sample (4-6 children)
2) Change in teacher staff mid-year
3) Frequent absences due to the children's severe physical handicaps
4) Limited classroom space.

Nevertheless, the curriculum validation procedures provided helpful information about how the curriculum approach was being implemented. These suggestions are being integrated into the *Planning Guide for Gifted Preschoolers* (to give two examples: 1) all the art activities at the synthesis level using models have been eliminated, 2) specific suggestions are made about how to ask questions to elicit higher level responses from children).

RESEARCH NOTES

The unique nature of this program should warrant close investigation by persons who wish to study the severely handicapped-gifted child. Although the small numbers of children served by the demonstration classroom would only allow for case study type investigations at this time. Several efforts were made to collect some pilot research data and to develop some instruments which might prove useful in later research studies. A summary of these research efforts is presented here:

Self Concept:

An attempt was made to develop a self-concept inventory which would adequately assess the self-concept of the handicapped-gifted child. An initial revision of the Piers-Harris Self Concept Inventory was administered as a pre and post-test as part of the evaluation of the project. After administration, a discussion of the instrument of project staff raised several important issues relative to this scale. Of most note was the fact that many items on this scale which are scored as "negative" really might represent realistic self-concepts for a handicapped child (e.g., "I am clumsy."). It was concluded that this instrument would need further revision in scoring and content before it would adequately assess the self concept of this population.

In a review of existing resources done by the project evaluator, there seemed to be no adequate instruments measuring self-concept that considered the unique perspective of children with various handicapping conditions. This situation indicates the need for further development of such an instrument which will increasingly be in demand as more handicapped children are mainstreamed as a result of the mandate of Public Law 94-142.

Child Behavior Inventory:

Project staff decided to collect pre-post data on the parents and teachers perceptions of the children's abilities utilizing the Child Behavior Inventory from E. Schafer's *Classroom Behavior Inventory* (see appendix BB). If this procedure is replicated, care should be taken to not inflate the scores of last four scales, but to take into account in calulations done the fact that those scales contain two additional questions. Data from this procedure was inconclusive, possibly because the parents began the year with realistic positive perceptions already. Nevertheless, project staff felt that the investigation into the relationship of teacher and parents' perceptions of a child's abilities could provide helpful information and should be considered as a possible strategy in the evaluation of preschool handicapped programs.

Curriculum Validation:

The curriculum developed by this project was based on *Bloom's Taxonomy of Educational Objectives: Cognitive Domain.* A premise of the curriculum is that activities can be developed which will develop thinking skills at the various levels of the Taxonomy. Accordingly, each activity was assigned a level of the Taxonomy. Two groups of individuals were asked to assign a random selection of activities from the curriculum to the levels of the Taxonomy. A comparison of their assignments and the designated level in the curriculum guide are presented on the evaluation section of this report. The curriculum activities used in this procedure have since been revised and refined. Using the new activities, this procedure would probably indicate more congruency among participants.

Another objective of the curriculum was to facilitate children's abilities to operate at higher levels of Bloom's Taxonomy. A classroom observation procedure was implemented, using eight pre-post fifteen minute videotapes of classroom curriculum activities. The raters used the Florida Taxonomy of Cognitive Behaviors to rate the children's verbal responses. In reviewing the results, the staff felt that to get a comprehensive picture of a preschool child's abilities in relation to Bloom's Taxonomy, a scale needs to be developed that rates not only verbal responses, but also actual performance.

Parent Child Interaction Scales:

In an attempt to measure positive change in the parent-child interaction over the year, fifteen minute pre-post videotapes were taken of mother and child interacting and were scored using *The Response Class Matrix: A Procedure for Recording Parent-Child Interaction* (see appendix EE). The mothers were intentionally not informed about what behaviors were being measured in the taping sessions. Although this pre-post measure did result in positive

change, there was helpful information on the videotapes that was never communicated to the mothers. In implementing this procedure the next time, taping would be done three times a year. After each taping, the family coordinator would view the tape with each mother, discussing and interpreting how the behaviors were scored. In this manner, the tapes could be meaningfully used as a teaching tool, not just a pre-post measure.

Parent Inventory Scale:

The scale was administered as a pre-post questionnaire attempting to measure change in the belief patterns of the parents over the year. The questionnaire format for administration of the scale was very offensive to the parents because it permitted no flexibility in response. Based on this experience, the interview format, used in the development of the scale, is *crucial* to the effective administration of this instrument.

RESOURCES

The purpose of this section is to provide parents and professionals with other sources of information and assistance. An attempt has been made to be selective and to list agencies and books that would be most helpful to the audience of this monograph. However, with the rapid changes in publications and the unique needs of every program and family, the reader will have to select those which are most relevant.

AGENCIES AND ORGANIZATIONS

Recreation Information:

Therapeutic Recreation Services
National Recreation and Park Association
1700 Pennsylvania Avenue, N.W.
Washington, D. C. 20036

American Association for Health, Physical Education
and Recreation
1201 16th Street N.W.
Washington, D. C. 20036
Telephone: 833-4000

Hearing Impaired:

Alexander Graham Bell Association for the Deaf
1537 35th Street, N. W.
Washington, D. C. 20007

American Speech and Hearing Association
9030 Old Georgetown Road
Bethesda, Maryland 20014

Council on Education of the Deaf
Obtain the current address from:
The Council for Exceptional Children
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Department of Health, Education, and Welfare
National Advisory Committee on the Education of the Deaf
330 Independence Avenue, S. W.
Washington. D. C. 20201

Visually Impaired:

American Foundation for the Blind
15 West 16th Street
New York, New York 10011

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

National Federation of the Blind, Inc.
1908 Q Street, N. W.
Washington, D. C. 20005

National Institute of Neurological Disease and Blindness
9000 Rockville Pike
Bethesda, Maryland 20014

Orthopedically Handicapped:

Association for the Aid of Crippled Children
345 East 46th Street
New York, New York 10017

National Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60612

United Cerebral Palsy Association
66 E. 34th Street
New York, New York 10016

United Cerebral Palsy Research and Educational Foundation
321 West 44th Street
New York, New York 10036

Gifted Children:

American Association for the Gifted
15 Gramercy Park
New York 3, New York 10003

National Association for Gifted Children
8080 Sprintvally Drive
Cincinnati, Ohio 45236

National/State Leadership Training Institute
on the Gifted and Talented
Civic Center Tower Building, Suite PH-C
316 W. Second Street
Los Angeles, California 90012

Education:

Association for Childhood Education International
3615 Wisconsin Avenue, N. W.
Washington, D. C. 20016

ERIC/ECE Publications Office
College of Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

National Association for the Education of Young Children
1834 Connecticut Avenue, N. W.
Washington, D. C. 20009

National Congress of Parents and Teachers
700 North Rush Street
Chicago, Illinois 60611

Office of Education
Bureau of Education for the Handicapped
Regional Office Bldg. - GSA
7th and D Streets, S. W.
Washington, D. C. 20202

The Council for Exception Children
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Other Addresses of Interest:

American Academy of Pediatrics
P. O. Box 1034
Evanston, Illinois 60204

American Parents Committee, Inc.
Executive Director: Marilyn Marcosson
1346 Connecticut Avenue, N. W.
Washington, D. C. 20036
Telephone: (202) 785-3169

Child Study Press
50 Madison Avenue
New York, New York 10010

Child Welfare League of America
67 Irving Place
New York, New York 10003

Epilepsy Association of North Carolina
2014 Commonwealth Avenue, Suite 1
Charlotte, North Carolina 27603

Family Service Association of America
44 E. 23rd Street
New York, New York 10010

Library of Congress
Division for the Blind and Physically Handicapped
1291 Taylor Street, N. E.
Washington, D. C. 20011

National Committee for Multiply Handicapped Children
339 Fourteenth Street
Niagra Falls, New York 14303

The National Easter Seal Society for Crippled Children and Adults
2023 W. Ogden Avenue
Chicago, Illinois 60012

National Foundation for the March of Dimes
Box 2000
White Plains, New York 10602

Social and Rehabilitative Services
Children's Bureau
330 Independence Avenue, S. W.
Washington, D. C. 20201

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Magazines and Journals

American Annals of the Deaf. Convention of American Instructors of the Deaf. 5034 Wisconsin Avenue NW. Washington, D. C. 20016.

ACEHI Bulletin. Association of Canadian Educators of the Hearing Impaired. 29 Cedar Street, Belle Ville, Ontario, Canada.

Day Care and Early Education. Human Sciences Press, 72 Fifth Avenue, New York, New York.

Education of the Visually Handicapped. Association for the Education of the visually Handicapped, 1839 Frankfort Avenue, Louisville, Kentucky 40206.

Exceptional Children. Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202.

The Exceptional Parent. Psy-Ed Corp., 264 Beacon Street., Boston, Massachusetts 02116.

The Gifted Child Quarterly. National Association for the Gifted, 217 Gregory Drive, Hot Springs, Arkansas 71901.

Science and Children. National Science Teachers Association, 1742 Connecticut Avenue NW, Washington, D. C. 20009.

The Volta Review. Alexander G. Bell Association for the Deaf, 3417 Volta Place NW, Washington, D. C. 20007.

Films (16 mm)

A Day in the Life of Bonnie Consuelo. Barr Films, P. O. Box 7-C, Pasadena, California 91104.

This is a film that dramatically depicts the ability of an individual to overcome a major physical handicap. Bonnie Consuelo shares her positive philosophy of life while demonstrating an amazing ability to compensate for her handicap. The film documents a typical day in the life of a woman with a disability.

Mimi. Billy Budd Films, 235 E. 57th Street, Room 8D, New York, New York 10022.

This film documents Mimi's growth towards an attitude focusing on her abilities, not disability, through the use of photographs from her childhood through adulthood. Mimi is a physically disabled woman who has learned that she has special talents and creative abilities.

Nicky: One of My Best Friends. McGraw Hill Films.

This is the story of Nicky, a ten year old blind, multiply handicapped boy who attends a regular elementary school. Much of the story is told by his friends and includes their view of relating to a mainstreamed gifted-handicapped child.

For Professionals

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Vargas, Julie. *Writing worthwhile behavioral objectives.* New York, New York: Harper & Row, 1972.

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Beck, J. *How to raise a brighter child.* New York, New York: Pocket Books, 1975.

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For Children

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Levine, Edna. *Lisa and her soundless world.* New York, New York: Human Sciences Press, 1974.

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APPENDICES

Appendix		*Page*
A	Advisory Board Interest Form	157
B	Participants in Symposium	158
C	Questionnaire on Services	161
D	Agency Recruitment Information	165
E	Script for *Identification of Giftedness in Young Children*	166
F	Referral Form (Gifted-Handicapped Class)	173
G	Referral Form (Gifted-Head Start Class)	174
H	Play Observation Record	175
I	Questionnaire for Study of Handicapped Adults	179
J	D.D.D.L. Outline	188
K	List of Unit Topics	190
L	Parent Interest Assessment	191
M	Home Visits and Guidelines (M-1 through M-6)	193
N	Head Start Newsletter	202
O	Classroom Orientation Outline	203
P	Classroom Observation Guide	204
Q	Gifted-Handicapped Project Parent Manual	205
R	Gifted-Handicapped Program Child's Skill Priorities	210
S	Home Activities	211
T	Sample Case Study - 1976-77	213
U	Parent Program Evaluation Form (Gifted-Handicapped)	219
V	Parent Program Evaluation Form (Gifted-Head Start)	224
W	Script from *Audrey: A Case Study*	227
X	Sample Workshop Agenda	236
Z	Sample Individual Educational Program	237
AA	Topics for Parents' Meetings	243
BB	Child Behavior Inventory	244
CC	Self-Concept Inventory (Piers-Harris Revised)	247
DD	Florida Taxonomy of Cognitive Behavior	250
EE	The Response Class Matrix	252
FF	Parent Inventory Scales	255

Appendix A

ADVISORY BOARD INTEREST FORM

NAME: _____

ADDRESS: _____
(Street) (City) (State)

TELEPHONE: _____

1. Which do you conceive of as functions of the advisory board?

_____ advocacy (local support, recruitment, public awareness, etc.)
_____ support through provision of expertise in a specific area
_____ goal-setting
_____ decision-making
_____ feedback on project activities
_____ _____

2. Board expertise and assistance is needed in several areas. (Please check one or more in which you are most willing to serve?

_____ Mobilizing community resources
_____ Training
_____ Replication
_____ Community awareness
_____ Research
_____ _____
_____ Service delivery
_____ Funding
_____ Staff training
_____ Parent programs
_____ Student involvement
_____ _____

Please discuss any specific ideas you have:

_____

_____

3. How frequently do you think the board should meet?

_____ Monthly
_____ Quarterly
_____ Semi-Annually
_____ Annually

4. How do you feel you can be kept adequately informed in the work of the Project?

_____ Newsletters
_____ Regularly scheduled advisory board meetings
_____ Small group meetings as needs and issues arise
_____ Meeting with staff individually and observing program

5. Are there other people whom you would recommend as additional resources to this board who are not presently involved?

Appendix B

THE CHAPEL HILL SYMPOSIUM ON THE HANDICAPPED-GIFTED

Hosted by: The Chapel Hill Training-Outreach Project

PARTICIPANTS

CONNECTICUT:

Dr. Joseph S. Renzulli
Professor of Educational Psychology
University of Connecticut
Storrs, Connecticut

GEORGIA:

Dr. Catherine B. Bruch, Associate Professor
Department of Educational Psychology
University of Georgia
Athens, Georgia

ILLINOIS:

Dr. Merle Karnes, Professor
Institute for Research on Exceptional Children
College of Education
University of Illinois
Champaign-Urbana, Illinois

Dr. August Mauser
Professor of Special Education
Northern Illinois University
DeKalb, Illinois

Dr. Reid Zehrbach, Associate Professor
Institute for Research on Exceptional Children
College of Education
University of Illinois
Champaign-Urbana, Illinois

NORTH CAROLINA:

Mr. Don Bailey, Master Teacher
Outreach Resource Classroom
Chapel Hill Training-Outreach Project
Chapel Hill, North Carolina

Symposium on Handicapped-Gifted
Participants

North Carolina, continued:

Dr. James J. Gallagher, Director
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

Ms. Patricia Griffin, Principal Investigator
Reliability and Validity Studies of the
Learning Acccmplishment Profile (LAP)
Chapel Hill Training-Outreach Project
Chapel Hill, North Carolina

Mr. John Grossi, Project Coordinator
Gifted-Handicapped Demonstration Project
Chapel Hill Training-Outreach Project
Chapel Hill, North Carolina

Ms. Paula Grossi, Research Assistant
Reliability and Validity Studies of the
Learning Accomplishment Profile (LAP)
Chapel Hill Training-Outreach Project
Chapel Hill, North Carolina

Dr. Andrew Hayes, Research Evaluation Coordinator
Technical Assistance Delivery System (TADS)
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

Ms. Judith Leonard, Curriculum Coordinator
Gifted-Handicapped Demonstration Project
Chapel Hill Training-Outreach Project
Chapel Hill, North Carolina

Ms. Anne R. Sanford, Director
Chapel Hill Training-Outreach Project
Chapel Hill, North Carolina

Dr. Ann Turnbull
Department of Special Education
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

Mr. David Wilson, Principal Investigator
Reliability and Validity Studies of the
Learning Accomplishment Profile (LAP)
Chapel Hill Training-Outreach Project
Chapel Hill, North Carolina

WASHINGTON, D.C.:

Mr. Bud Keith, Planning Intern
Office of Civil Rights, HEW Office of the Secretary
Washington, D. C.

Ms. June Maker
Member of the National Board for the Gifted and Talented
U. S. Office of Education
Washington, D. C.

Appendix C

QUESTIONNAIRE ON SERVICES FOR THE GIFTED

I. BACKGROUND INFORMATION

Name: _____

Agency: _____

Agency Address: _____

(Street or P.O. Box)

_____

(City) (State) (Zip)

Your Position: _____

Training Received in the area of education of the gifted_____

_____

_____

II. PROGRAMS FOR *YOUNG, GIFTED* CHILDREN (AGES 3 - 6 YEARS)

1. Are there any programs to serve *young, gifted* children and their families in your schools?

Yes_____

No _____

I don't know _____

If yes, please give type of program (e.g., resource room, itinerent teacher, etc.), ages of children, and number of children served.

If yes, does the program include services for parents?

Yes_____

Type of Family Program

_____Information

_____Training

_____Counseling

No _____

I don't know _____

2. Do you use any appropriate instruments for identifying *young, gifted* children?

Yes _____

No _____

I don't know _____

2. Continued
If yes, please give names of tools or description_____

_____

_____

_____

3. In your opinion, are teachers effective in identifying the unusual abilities exhibited by *young, gifted children?*

Yes _____

No _____

4. What method or methods are most commonly used for placement in any available programs for the *gifted* in your schools?

_____ Teacher Recommendation
_____ Product Rating (teacher evaluation of creative efforts)
_____ Group IQ Test
_____ Individual IQ Test
_____ Group Achievement Test
_____ Individual Achievement Test
_____ Peer Ratings
_____ Other Sociometric Techniques, specify_____
_____ Parent Recommendation
_____ Other Formal Evaluation, specify _____
_____ Self Recommendation
_____ Developmental Scale
_____ Test of creativity

5. What method or methods do you think are best to use as a basis for placement in programs for the *gifted?* Please rate each of the following possible methods.

	Extremely Useful	Useful	Not Useful
Teacher Recommendation			
Product Rating (teacher evaluation of creative efforts			
Group IQ Test			
Individual IQ Test			
Group Achievement Test			
Individual Achievement Test			
Peer Rating			
Other Sociometric Techniques Specify _____			
Parent Recommendation			
Other Formal Evaluation Specify _____			
Self Recommendation			
Developmental Scale			
Test of Creativity			

III. PROGRAMS FOR THE *YOUNG, GIFTED-HANDICAPPED* CHILD (3 - 6 YEARS)

1. Are you aware of any *young, gifted-handicapped* children in your schools?

   Yes_____

   No _____

2. Are there any handicapped students included in programs for the *gifted* (all ages) in your school?

   Yes_____

   No _____

3. Are there any programs available to serve *young, gifted-handicapped* children in your area?

   Yes_____

   No _____

   I don't know _____

   If yes, give type and ages and number of children served?

   Type _____

   Ages _____

   Number of children _____

   If yes, does the program offer services to families?

   Yes _____

   _____ Information

   _____ Counseling

   _____ Training

   No _____

   I don't know _____

4. Are you aware of a functional curriculum that provides appropriate activities for *young, gifted-handicapped* children?

   Yes _____

   No _____

   If yes, what is the nature of the curriculum?

   _____

   _____

IV. TRAINING

1. Do you feel there is a need for teacher training in the area of education of *young, gifted-handicapped* children?

   Yes _____

   No _____

Questionnaire on Services for the Gifted

2. If there a need for training of teachers in recognizing giftedness or unusual abilities in young children?

   Yes _____

   No _____

3. Do you feel teachers need training in working with families?

   Yes _____

   No _____

Appendix D

CHAPEL HILL TRAINING-OUTREACH PROJECT
GIFTED-HANDICAPPED PROGRAM
DIVISION FOR DISORDERS OF DEVELOPMENT AND LEARNING
CHAPEL HILL, NORTH CAROLINA 27514
Telephone 919 966-5171

GIFTED-HANDICAPPED RECRUITMENT INFORMATION FORM

Agency:_____ Date of Initial Contact:_____

Address:_____ Phone #:_____

Director:_____

Individual Contacted:_____ Position:_____

1. Nature of Services:

____ Social Services
____ Preschool Program, Public
____ Preschool Program, Private
____ Screening/evaluation Clinic
____ Day Care Centers
____ Home Based Programs
____ Physicians or Professional Individual
____ Other (please specify)_____

2. Age range of clients:_____

3. Percent handicapped children seen:_____

4. Agency referral information:

Name	Date	Accepted/rejected

Contact Summary

Date of Contact	Type of Contact	Person Making Contact	Comments (materials disseminated, commitments

Appendix E

SCRIPT FOR *IDENTIFYING GIFTEDNESS IN YOUNG CHILDREN*

7. In 1975 the Chapel Hill-[illegible]ing Outreach Project was funded by the Bureau of Education for the Handicapped to establish a model demonstration program to serve young gifted-handicapped children and their families.

8. The first objective of the Project is to establish a method for identifying preschool age children who exhibit unusual gifts or talents in spite of physical, mental, emotional or experiential handicaps.

9. To successfully identify and serve these children, collaboration with the teachers who work with young children is vital.

10. Nomination by teachers is a widely used method for identifying potentially gifted children. Although this is a logical method, it has not proved to be highly accurate.

11. One explanation for this is the ambiguity of the field itself. Both educators and researchers often find it difficult to decide with a reasonable amount of assurance whether a child is "gifted."

12. Another is that teachers receive little or no guidance in what to look for in identifying potential giftedness in children.

13. The lack of information on identification is compounded in the case of handicapped children who possess unusual abilities.

14. For these children characteristics of giftedness may be masked by the handicap.

15. In a testing situation the handicapping condition itself may prevent the child from responding to an item, thus penalizing his score.

16. Or the nature of a child's handicap may deprive him of experiences that are easily available to others.

17. For example, if a deaf child is given a test heavy with verbal content, his limited language development will prevent an adequate indication of his abilities.

18. The Chapel Hill Training-Outreach Project believes that more guidance for teachers in the area of identification should enable teachers themselves to be the most valuable resource in the referral process.

19. The purpose of this presentation is to provide information on the many possible areas of giftedness

20. and to provide some suggested identification techniques teachers can use in the classroom.

21. Traditionally giftedness has been defined mainly by the results of intelligence tests.

22. Today, however, it is recognized that giftedness does not necessarily mean good school work or high I.Q. Rather it includes many areas of talent and originality.

23. Relying solely on the concept of I.Q. provides a limited view of giftedness which could exclude many young, gifted children, especially gifted-handicapped children

24. In an effort to broaden the concept of giftedness beyond intellectual ability the following definition was adopted by the Office of Education:

25. "Gifted and talented children are those who by virtue of outstanding abilities are capable of high performance.

26. These children require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

27. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas:

28. general intellectual ability,

29. specific academic aptitude,

30. creative or productive thinking,

31. leadership ability,

32. visual and performing arts,

33. and psychomotor ability."

34. One group of children who require special recognition and programing to develop unusual potential are the gifted-handicapped. Following are examples of children who, although handicapped, possess unique talents and abilities.

35. A child who exhibits giftedness in general intellectual ability is one who can perform or accomplish tasks of a higher mental age than his chronological age.

36. Bob and Joan are physically handicapped children who exhibit high intellectual ability.

37. Bob, who is four, was assessed using a developmental scale such as the LAP-D.

38. His unusual abilities were indicated by his successful completion of cognitive, language and fine motor tasks at the six year developmental level.

39. To obtain a measure of general intellectual ability with young handicapped children the instrument used must be appropriate for the particular age and handicap of the child.

40. Joan has been interested in books since the age of two. She loved having her parents read to her and was pretending to read books as soon as she could hold them.

41. Now, at age five, she is reading books which have been designated for second graders.

42. A child may demonstrate specific academic aptitude by excelling in one cognitive area to a higher level than the other academic areas in his curriculum.

43. Paul is a three year old cerebral palsy child with severe involvement of all motor skills, including those necessary for speech.

44. Because of his responsiveness his teachers and parents suspected that Paul's comprehension was at least at the level of his chronological age, and probably higher.

45. When Paul was assessed on a test of language ability that required no verbal responses, he demonstrated language skills at the six year level.

46. Abilities of children with motor and speech impairments can be assessed on nonverbal tasks through the use of finger-pointing, eye-pointing or any other indicator of yes or no.

47. Creative or productive thinking may be characterized by a child's fluent or rapid responses to questions, by his production of original products or ideas which are essentially novel to him, or by his demonstration of flexibility in a problem-solving situation.

48. George is four. Although he has had limited opportunity to acquire a broad base of knowledge he demonstrates unusual skill in synthesizing given information.

49. (v 3) George, listen to this story...." Mr. Sleeby lives in a big house all by himself. He doesn't take very good care of his house and when things get broken, he just leaves them that way and forgets about them. He doesn't fix things because he forgets they are broken.

50. One day Mr. Sleeby's Cousin George came to visit. Cousin George didn't know that so many things were broken at Mr. Sleeby's house or he might not have come. When he walked up to the front door, he pushed the doorbell button. Mr. Sleeby was home but he didn't answer the door because he didn't hear it."

51. Why didn't Mr. Sleeby answer the door?

52. (George) The doorbell was broken and Mr. Sleeby didn't fix it.

53. Some of the most obvious ways children express creativity in play are through animism, the tendency to give human qualities to inanimate objects;

54. dramatic play;

55. constructive play;

56. and humor, both producing humor and appreciating it.

57. People who have the potential to provide leadership and guidance to others often exhibit characteristics of this ability as children.

58. Children who tend to direct group activities, provide assistance in crisis situations, and are named most often by peers as the best in a particular area may be exhibiting early signs of leadership skills.

59. When members of a kindergarten class were asked, "Who would you choose to be in charge if the teacher were absent?", Eddie was named most often.

60. He is often the initiator of group activities and has high ambitions for his future.

61. (quote by Eddie) "What I really want to do is make a *new* kind of car."

62. A special ability in visual or performing arts may be exhibited through a variety of media.

63. Some children show skill and enthusiasm for painting, sculpting or creating with other materials.

64. Others demonstrate talent or advanced ability in dramatics, dancing, singing, or rhythm skills.

65. During free play, storytime or dramatics, Audrey engages in elaborate dramatic play portraying very specific roles.

66. Sometimes she is a mother taking care of her children,

67. or she is the cookie monster, or a character from a favorite story.

68. A child with unusual fine and/or gross motor control whose coordination and agility are beyond that of his peers is exhibiting psychomotor skills that deserve attention.

69. Cindy is a four year old with special psychomotor ability. She is also blind.

70. Hopping on one foot and skipping are difficult skills for blind children to learn especially before they are six or seven.

71. James, who's four, is highly adept at copying complex designs.

72. His severe hearing impairment does not interfere with his special fine motor ability.

73. Wayne goes to Head Start. He is the only child in the four year class who can hop, do a windmill exercise touching hands to opposite toes and catch a small ball.

74. His advanced motor development compared to that of most four year olds indicates special psychomotor ability.

75. As no single valid measure for the identification of unique talents exists, teachers and others who work with young children must rely on a variety of techniques for identification.

76. Common techniques used by teachers are unstructured observation, checklists, structured observation, and sociometric measures.

77. Unstructured observation is the type of observation teachers do every day...

78. noticing that one child leads the group during free play,

79. recognizing an unusual picture,

80. seeing patterns of play and intensity of involvement.

81. Parents, like teachers, can be excellent sources of information from their unstructured observation at home.

82. Teachers should take advantage of the information parents can provide about specific behaviors and play habits of their children.

83. Information gathered from unstructured observation can indicate the need for a more specific identification technique such as a checklist.

84. A checklist for identification of special abilities is simply a list of characteristics and/or behaviors which are indicative of above average skill or talent. Items such as question asking, risk taking, motivation and originality are generally included.

85. While they are not hard and fast standards, checklists do provide guidelines in the initial identification process.

86. To be considered gifted a child need not possess all of the characteristics, only some.

87. Any behavior checklist should include both the positive and negative since gifted children are not always "good" children.

88. By virtue of their giftedness they may exhibit behavior problems such as frustration, boredom or stubbornness.

89. For example, one characteristic of a gifted child is the ability to learn rapidly and retain what has been learned.

90. This special ability is often accompanied by a dislike for routine and drill which could easily cause behavior or other problems not generally associated with giftedness.

91. Teachers can use either a published checklist which meets their needs or they can produce their own based on their knowledge and experiences with a particular population of children.

92. Mrs. Landers has been a teacher of deaf preschoolers for five years and is very aware of typical behaviors of these children. From her experience she knows that ten minutes is an average amount of time one of her students is able to stay with a task.

92. This year Sara who is four is in the class for the first time. From the beginning Sara demonstrated the ability to pursue activities up to one half hour.

94. From her own mental checklist, Mrs. Landers recognized Sara's unusual attentiveness and knew it might be indicative of special abilities.

95. Structured observation can be described as pre-planned observation. A teacher generally uses structured observation because she wants more information on a behavior or ability she has seen in a child.

96. Structured observation is used during a specified time period or activity in order to gather a sampling of information about an individual child.

97. Teachers use structured observation to obtain one of two types of information.

98. Quantitative, the frequency with which a particular behavior occurs...

99. or qualitative, the kinds of behavior which occur during a particular time period.

100. To get an accurate picture of a child's behavior structured observation should be done at least twice and during two different activities.

101. A fourth technique teachers can use is a sociometric measure.

102. Sociometric measures provide a way of collecting information on leadership characteristics and unusual abilities that peers alone can provide.

103. A sociometric measure requests individuals to make decisions about other in a group asking them to name those whom they think would be best in a given situation or activity.

104. "Rebecca, who in your class would be able to fix this broken toy?"

105. "Stephen could."

106. "Sharon, who in your class would be able to fix this broken toy?"

107. "Mary could."

108. Although there are no definite conclusions regarding the reliability of sociometric measures at the preschool level, there is no doubt that

their use is informative. Like play observation they reveal patterns exhibited by children with leadership qualities and unusual interpersonal skills.

109. The use of one or more of these four techniques can aid teachers in the identification of potential giftedness.

110. It is through teachers' awareness and familiarity with their students that unique talents and skills are recognized initially.

111. The judgment of teachers when combined with other screening methods, including individual assessment, will increase the likelihood that these gifted children will not be overlooked.

112. And that their talents will be developed.

113. Credits

Appendix F

REFERRAL FORM FOR OUTREACH GIFTED-HANDICAPPED CLASS

Child's Name: _____ Today's Date: _____

Child's Birthdate: _____

Parent's Name: _____

Address: _____
(Street or P. O. Box)

_____
(City) (State) (Zip)

Phone: _____

Description of Handicap: _____

_____

School or Center (if presently enrolled): _____

_____

Referring agency or person: _____

Is Family aware of Outreach Program? _____

Reason for Referral (impressions of child's giftedness): _____

_____

_____

_____

_____

_____

Future contacts planned: _____

Appendix G

REFERRAL FORM FOR GIFTED CLASS IN HEADSTART
CHAPEL HILL TRAINING-OUTREACH PROJECT

Child's Name: _____ Today's Date: _____

Child's Birthdate: _____

Parent's Name: _____

Address: _____
(Street or P. O. Box)

_____
(City) (State) (Zip)

Phone: _____

Name of Center: _____

Teacher's Name: _____

Director of Center's Name: _____

Is family aware of Outreach Program? _____

Reason for referral (Why do you think the child is gifted?) _____

_____

_____

_____

_____

_____

How long has child attended Head Start Program? _____

Referral Form B

Appendix H

PLAY OBSERVATION RECORD
by Donald Bailey

The purpose of the Play Observation Record is to gather a sampling of information about individual children at play. Hopefully, this will be a quantitative as well as qualitative *description* of the child's behavior. The purpose of this section is to make suggestions that will facilitate accurate, efficient, and consistent recording of information.

Setting:

Observation should take place at a time and place in which the child:

a. Is free to *choose* his activities.
b. Is free to choose whether he wants to do the activities alone or with others.
c. Has access to toys, pretend clothing, games, paper, crayons, sand, clay, etc.

Time Limits:

Observation should:

a. Be in terms of 15-minute sessions.
b. Include at least one indoor and one outdoor session.
c. Be on at least two separate days.

The total amount of observation will depend on the observer's time limits. Attempts should be made to observe in as many *different* settings as possible (cottage, home, gym, classroom, outdoor play area, etc.)

Recording Information

Record what you have observed on the Activity Forms. Each page is divided into two of these activity forms, separated by the heavy line in the center of the page. Move to a new activity form (half of a page) each time there is a shift in the child's activity. Each activity Form is divided into 7 sections, as indicated by Figure 1.

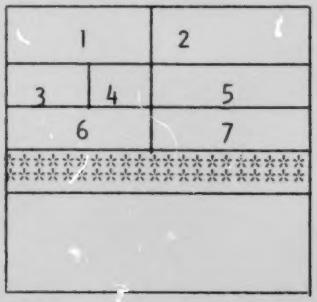


Figure 1

The following is a description of the kinds of information which should be placed in each section.

1. Time: Record, to the nearest minute, the time at which the child began this activity and the time at which he completed it or switched to another activity. After observation you can go back and compute the length of time the child spent on each activity. Be sure to move to a new activity form when there is a change in what the child is doing.

2. General Category: This is a general description of the kind of activity the child is engaged in. Here is an elaboration of the kinds of things found in each category:

   a. Constructive play: Building with blocks, Lincoln Logs, tinker-toys, etc.; forming or shaping with mud, sand, or clay; drawing or painting, puzzles cutting, pasting, beadwork, etc. Is not a simple interaction with an object, but rather results in a completed or partially completed product, such as a tower, a drawing, or a collage.

   b. Dramatic play: Make-believe activity in which he pretends or simulates situations and people.

   c. Object play: Interaction with an object that does not involve dramatics or construction. Includes use of toys and equipment such as swinging, sliding, climbing, investigating a new toy, playing with an old toy, playing a musical instrument.

   d. People play: Interaction with children or adults that does not involve dramatics or construction. Could be a board game, outdoor game, or patty-cake.

   e. Daydreaming: Fanciful mental play, often referred to as fantasy. This will be a subjective observation on the part of the observer. One indication is that while the child who is engaged in make-believe play is annoyed if play is interrupted, the daydreamer is actually shocked back into reality by an interruption.

   f. Inappropriate behavior: Refers to a broad range of activities which are either clearly against the rules or which involve physical or verbal aggressiveness against an object or a person. Examples include hitting, biting, yelling inappropriately, tantrums, time-out, etc.

3. Company: Check the box that best describes the extent to which this activity was done with other people. If there are two possible boxes to check (Ex: Child begins playing by himself and in 3 minutes another child comes over to play), then check them both and indicate next to the boxes the approximate length of time of each.

4. Verbalizations: This section is divided into three categories referred to as *talking* (to self, to toys, or to other people), *singing* (or humming or poems, nursery rhymes, etc.), and *other*. Rate each area based on the following code:

1 - Not at all
2 - Some
3 - Some more
4 - Constantly

5. Specific description of activity and/or product: This should be a written elaboration of the general category and should be quite specific in describing exactly what the child was doing. Include where he was doing it, the materials he used, and any product which may have been completed or partially completed. Examples of products: he won the game; she built a bridge using 11 blocks that looked like this:

; he drew a picture of a man with 7 parts that looked like this:

6. Miscellaneous observations

   a. Self-rating of any products. Circle 1, 2, 3, or 4 based on the following code:

      1 - pleased with his product or workmanship
      2 - is somewhat critical of his product
      3 - is very critical of his product
      4 - hides or destroys his work if others insist on seeing it

   b. Interaction with others. Rate each area (Appropriate Behavior, Mildly Inappropriate Behavior, Seriously Inappropriate Behavior) 1, 2, or 3 based on the following code:

      1 - none of the time
      2 - some of the time
      3 - most of the time

      This rating is different from the general category of inappropriate behavior in that it occurs within a given actvitity and not as a separate activity.

7. Comments: This will be the most subjective information and will vary according to the observer's skill in noting and evaluating behavior. Comments here should serve to help an outside reader of this record to have an idea of the processes involved in the child's activity. Information should include:

   a. strategies the child used for solving a problem
   b. uniqueness of the products (in the observer's opinion)
   c. quality of work
   d. Did the child seem to enjoy the activity?
   e. Did he seem unusually curious about things?
   f. observed sense of humor

Play Observation Record was developed by Don Bailey and based on information found in:

Hurlock, E. B. Creativity. *Child Development*. New York: McGraw-Hill, 1972.

OBSERVATION SCALE

Child's Name: _____ Date of Observation: _____

Agency or Home Address: _____ Age: _____

Handicap: _____ Observer: _____

Where Observed: _____

Length of Observation: _____

Distribution of Activities
(# of munutes)

- Constructive play _____
- Dramatic play _____
- Object play _____
- People play _____
- Daydreaming _____
- Inappropriate behavior _____

1 Not observed 3 Moderate amount
2 Small amount 4 Great amount

Humor Production	1	2	3	4
Creative Production or play	1	2	3	4
Curiosity	1	2	3	4
Perserverance	1	2	3	4

End time: _____

Begin time: _____

Length: _____

General category:

- /_/ dramatic play
- /_/ constructive play
- /_/ object play
- /_/ daydreaming
- /_/ people play
- /_/ inappropriate behavior

Company	Verbalization
Alone	Other 1 2 3 4
w/1 child	
w/children	
w/1 adult	Singing 1 2 3 4
w/adults	
w/group of children and adults	Talking 1 2 3 4

Specific description of activity &/or product:

_____

_____

_____

_____

_____

_____

Self-rating of products
1 2 3 4

Interaction w/others

Approp.	Mildly Inapp.	Seriously Inapp.
1	1	1
2	2	2
3	3	3

Comments: _____

_____

_____

_____

_____

_____

_____

Appendix I

QUESTIONNAIRE

Code #:

Age: Sex: Race:

Type of Special need:

Age of Onset:

List all schools attended beginning with elementary school.

Highest Grade Attended:

1. Have you ever been in either a specialized training center or a full-time residential center? If so, why and for how long? Please describe the positive and negative aspects of being there?

2. Were you able to participate in activities with siblings and/or normal peers in your neighborhood? What has been their reaction to you?

What type of barriers prevented total community integration?

3. What has been your biggest adjustment in adult life?

4. How could you have been more adequately prepared for #3 above in your formal schooling?

5. Was a label given to your diagnosis? If so, what was it? What were your feelings about your label?

6. Looking back on your school career, what were the most positive aspects? The most negative aspects?

7. If a child with special needs similar to yours was going to be placed in a regular class in an elementary school in your town, what suggestions could you give to the child in helping him (or her) positively adjust to the class? What suggestions would you give to the teacher of ways to help the child?

8. Today there is much debate concerning appropriate schooling for children with special needs. Some people want special class placements; others want total integration into regular school programs; and others are suggesting a compromise consisting of part-time placement in a regular class and part-time placement in a special class. What are your feelings about this? What programs would you have preferred for yourself?

9. What and/or who has been the most important influence in helping you deal with your special needs? Explain.

10. In what ways have your family been <u>helpful</u> in making your necessary adjustments? In what ways have they posed <u>problems</u> for you?

11. Describe your self image as a child. Has it changed as you have become an adult? To what do you attribute the changes, if any?

Instructions

In the following section there are a series of questions that are to be answered by circling the number that is most appropriate. Circle only numbers, do not circle the words at the end of each rating scale. For example,

To what extent do you enjoy your job?

1	2	3	4	5
Very little				Very Much

If your answer was "very little" you would circle the number "5". You would circle the numbers "2", "3", or "4" for less estreme reactions. Also, feel free to add any additional comments in the space provided after each question.

1. To what degree do you now feel you have special needs?

1	2	3	4	5
Mildly				Severely

Comments:

2. To what extent have your parents provided you with needed understanding and support?

1	2	3	4	5
Very little				Very much

Comments:

3. To what extent have your teachers provided you with needed understanding and support?

1	2	3	4	5
Very little				Very much

Comments:

4. To what extent have professionals other than parents and teachers provided you with needed understanding and support? What profession were they?

1	2	3	4	5
Very little				Very much

Comments:

5. To what extent were you able to participate in activities with siblings and normal peers while growing up?

1	2	3	4	5
Very little				Very much

Comments:

6. To what extent were community resources utilized by your family for you while you were growing up?

1	2	3	4	5
Very little				Very much

Comments:

7. To what extent have your parents encouraged independent behavior?

1	2	3	4	5
Very little				Very much

Comments:

8. To what extent have your teachers encouraged independent behavior?

1	2	3	4	5
Very little				Very much

Comments:

9. While in school, to what extent would you describe your programs as focusing on your weaknesses instead of on your strengths?

1	2	3	4	5
Focused on Weakness				Focused on Strength

Comments:

10. To what extent have you felt you had to use your strengths to compensate for your special needs?

1	2	3	4	5
Very little				Very much

Comments:

Please answer the following questions about yourself.

Marital Status:

Present Occupation:

Salary Range:
- below 5,000 _____
- 5,000-10,000 _____
- 10,000-15,000 _____
- 15,000-30,000 _____
- 30,000-50,000 _____
- over 50,000 _____

Currently receiving support from:
- Vocational Rehabilitation _____
- Social Security _____
- Other Soecial Fund _____

Approximate joint income of your parents:
- below 5,000 _____
- 5,000-10,000 _____
- 10,000-15,000 _____
- 15,000-30,000 _____
- 30,000-50,000 _____
- Over 50,000 _____

Father's Occupation:

Mother's Occupation:

Father's highest grade completed:
- Elementary School _____
- High School _____
- Some College _____
- 2 Year College Degree _____
- 4 Year College Degree _____
- Some Graduate School _____
- Graduate Degree (Specify) _____

Mother's highest grade completed:
- Elementary School _____
- High School _____
- Some College _____
- 2 Year College Degree _____
- 4 Year College Degree _____
- Some Graduate School _____
- Graduate Degree (Specify) _____

Answer the following questions as if you were setting up a program for gifted children with special needs.

1. To what extent would you emphasize the development of assessment procedures?

1	2	3	4	5
Very little				Very much

Comments:

2. To what extent would you emphasize the development of a special curriculum to accentuate strengths?

1	2	3	4	5
Very little				Very much

Comments:

3. To what extent would you emphasize the development of a special curriculum to remediate special needs?

1	2	3	4	5
Very little				Very much

Comments:

4. To what extent would you emphasize the development of a special curriculum in affective and social areas?

1	2	3	4	5
Very little				Very much

Comments:

5. To what extent would you emphasize working with families on problems related to their child's disability?

1	2	3	4	5
Very little				Very much

Comments:

6. To what extent would you emphasize working with community resources (public schools, day care centers) to help them to integrate your children into ongoing community programs?

1	2	3	4	5
Very little				Very much

Comments:

7. To what extent would you emphasize training public school teachers to effectively work with gifted students with special needs in regular school settings?

1	2	3	4	5
Very little				Very much

Comments:

8. Please rank order the previous 7 questions in terms of their importance for developing a program for gifted children with special needs. In other words, if you feel that working with families is the most important priority, place that number (#5) next to rank #1. If you feel that training public school teachers is the least important priority, place that number (#7) next to rank #7. Assign intermediate ranks (#2-6) to those priorities between the extremes. Please assign only one number to each rank.

Rank #1 _____ (Most important)
Rank #2 _____
Rank #3 _____
Rank #4 _____
Rank #5 _____
Rank #6 _____
Rank #7 _____ (Least important)

Appendix J

D.D.D.L. Evaluation

Pre-evaluation home visit

a. prepare patients and child for evaluation
b. secure developmental screening of child's function and observe behavior in familiar setting
c. assess home environment
d. contact and involve community agencies in home visits and evaluation as appropriate and with parental consent

Two-day evaluation

	Day 1	Day 2
Morning	Psychology Medical History Medicine	Occupational Therapy (child) Social work (parents) Audiology Speech
Afternoon	Lab work Dentistry Nutrition	Special Education (child) Psychiatry (parents) Psychiatry (child) Videotaping

Evaluation conference

Purposes: To arrive at diagnosis of child and recommendations for family

To demonstrate evaluation and conference methods and findings to students and visitors

To outline a treatment program

To teach staff and students to relate to a variety of disciplines in an effective, concise manner

Conferences, held approximately one week following the evaluation, are usually in one of five structural formats. Often the sequence includes a brief introduction and background by the chairperson followed by pertinent findings by each discipline grouped into segments (e.g., biological, environmental-emotional, and developmental). A specific teaching segment on a particular aspect of interest related to the particular child and family is usually included and may be done by a member of any discipline, members of several disciplines together, or outside experts in the field. The summary includes recommendations, discussion of interpretation of findings and recommendations to parents, and assignment of responsibilities for reporting, letter-writing to other agencies and follow-up.

Interpretive Conferences

Interpretive conferences, in which findings and recommendations are discussed with the family, are typically hald immediately following evaluation conferenc. These are sometimes open to observation, but only with consent of family. Usually staff from two or three disciplines participate in the conference.

Appendix K

PLANNING GUIDE FOR GIFTED PRESCHOOLERS

Contents

I. Developing a Planning Guide for Gifted Preschoolers

A. Rationale

B. Use of the Planning Guide

C. Adapting Activities for Specific Handicapping Conditions

D. Training Sequence

II. Units

A. People and Places

My Family and Me
Community
Transportation
International

B. Making Things People Need

Clothing
Farm

C. Health

Diet
Doctors and Dentists

D. Animals

Pets
Circus
Zoo

E. Nature

Insects
Birds
Plants

F. Interests

Sports
Music
Special Interests

G. Holidays

III. Annotated Curriculum Bibliography

190207

APPENDIX L

GIFTED-HANDICAPPED PROGRAM

PARENT INTEREST ASSESSMENT

It is our hope that many, if not all of the following areas can be the focus of discussion, films or written materials in our work with parents this year. We solicit your ideas and will be guided by your interests and needs. Please rate the following areas from 1-5 according to your own interest or need for your own learning as a parent.

	Unneeded or Uninterested				Strongly needed or interested
Interpretation of my child's developmental profile and test results	1	2	3	4	5
Understanding the needs of the gifted-handicapped child	1	2	3	4	5
The unique role or problems of parenting a gifted-handicapped child	1	2	3	4	5
How children learn	1	2	3	4	5
How to teach a new task	1	2	3	4	5
Ways to stimulate my child's vocabulary	1	2	3	4	5
Techniques for managing problem behavior	1	2	3	4	5
Ways to stimulate creativity	1	2	3	4	5
Managing brother/sister relationships constructively	1	2	3	4	5

Page 2: Parent interest Assessment

	Unneeded or Uninterested				Strongly needed or interested
Words and ways to give my child a good self image	1	2	3	4	5
Handling my own feelings as a parent	1	2	3	4	5
Home made toys	1	2	3	4	5
Becoming an effective advocate for my child's services	1	2	3	4	5
Information on my child's handicapping condition	1	2	3	4	5
Other content areas: _____	1	2	3	4	5
_____	1	2	3	4	5

Please check below the format in which you prefer to acquire information in areas listed above. Check one or more formats and list frequency you would suggest.

FORMAT	FREQUENCY (weekly, 2/monthly, monthly)
1. ____ parent group discussion with resource leader ____ morning ____afternoon ____evening	
2. ____ lecture, films, etc. ____ morning ____afternoon ____evening	
3. ____ individual sessions with staff members ____ morning ____afternoon ____evening	
4. ____ informal learning through classroom participation	
5. ____ prefer to be given reading materials only	
6. ____ unable or uninterested in being involved in above activities at this time	

Appendix M

HOME VISIT GUIDELINES

FAMILY FOCUS:

The home visitor should recognize initially that *parents* are the target population for the home visit since the total focus on the child may leave the parent feeling excluded. Although the visitor interacts with the child and brings home activities for the child, the primary purpose of the visit is to expand the parent's knowledge of and involvement in the child's growth process.

INDIVIDUALIZATION:

Although the brief Parental Needs Assessment and Child Skill Priorities permit parents to list the areas of interests for information for themselves and desired skills for their children, there are a number of informal assessments that the effective home visitor must make in the first or early visits. In order to individualize the work with any family, the following areas should be considered:

- Accuracy of parental perception of child functioning
- Parental attitude toward the child
- Parental strengths and unique assets
- Parental needs - physical, psychological, educational, vocational, and financial
- Motivation to assist child's learning process
- Family life style and goals
- Past use of resources
- Openess to new ideas
- Extended family support system

The visitor's ability to have realistic expectations for the family's participation will be based on the recognition of these many factors that affect the family's reaction to the overall program. The visitor will need to be flexible in both approach to the family and in his/her acceptance of the extent of the families involvement.

POSITIVE APPROACH:

The family who is given early positive comments about their child and their parenting will be more likely to respond to the visitor since the visit becomes a rewarding experience. The early positive comments also recognizes the parent as a prepository of information about their child's unique needs and abilities. The program presentation as an opportunity for increased involvement in child's development may be more readily accepted than the approach that suggests or implies that parent deficiencies will be remediated.

PARENT-TEACHER ROLES:

The program's concept of teachers' and parents' roles is important for home visitor and parent to discuss. These roles have been traditionally seen as separate and distinct with the parent providing for the emotional needs of the child and the teacher providing the cognitive input. It may be helpful to interpret the program's recognition that parents are the child's first and most extensive teacher. Parents are always "teaching" in an informal way. Although the program views the structured learning process as the primary responsibility of the teacher, the parent is sought as a collaborator in the establishment of long and short range objectives for the child. The home visitor should encourage the parent to utilize the informal, unstructured and natural teaching opportunities for the child's time at home with the parent. A flexible and non-competitive view of the teacher-parent role facilitates a team approach and avoids the "turn-off" to learning that may occur if parents become emeshed in a rigorous program of drills. Parents should be encouraged to keep the learning spontaneous and fun.

HOME VISIT OUTLINE:

Although the home visit should be as informal and spontaneous as possible, the following should be covered in each visit:

1. Feedback from the child's classroom experience
2. Feedback on use of home activities and materials
3. Viewing of filmstrips and discussion of content
4. Brief presentation and review of printed materials
5. Presentation of new home activity materials
6. Scheduling of next home visit

Appendix M-1

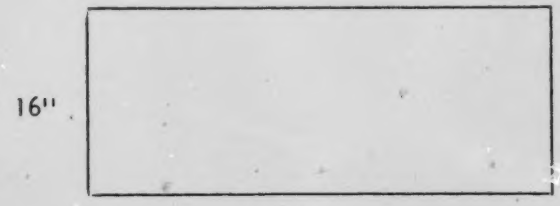
Gifted-Head Start Home Visits Plan
Visit #1 - Self Concept

Preparation and Materials:

This visit is a crucial one in that the tone is set for subsequent contacts with the families. Call and make an appointment that is mutually convenient.

On the first visit, the activity board should be prepared to provide activity space for the child for this visit as well as subsequent ones.

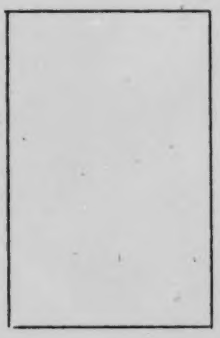
1. *Activity Board and Cards:*



Pegboard with metal hooks, 15 per row, every other hole of the pegboard

Small cards of colored cardboard 1 7/8" x 4" should be cut with a hole punched in one end so it can be hung on the hooks on the pegboard. There should be 4 colors of cards with 2 sets of each task.

One set should have the child's name:



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A second set of contrasting color should carry the child's name also so that the parent can put the first set on the top row of the board and let the child match cards across bottom row. The back of these cards may use a different color ink or Magic Marker to give child's home address on reverse side of these cards.

A Third and fourth set of cards of two additional colors should carry the date of the child's birthday on one side and the phone number on the other.

2. *Filmstrips:*
   a) "How a Child Sees Himself" #1 from Understanding Early Childhood Ages 1-6 Series, The Child's Relationship with the Family.

3. *Printed Materials:*
   Book VI, *The Importance of Good Feelings*, Book VI of the Bowdoin Method Series.

Appendix M-2

VISIT # 2

How Children Learn

Preparation and Materials:

This visit permits the home visitor to explore with the parent their understanding of when and how a child learns. Discuss the way children learn by seeing, hearing, smelling, tasting, touching, but most of all by modeling after parents and others. Children learn by doing and talking. Let them discuss what they want their child to learn and how they can help him do it.

Generally children do best in later learning if parents encourage them to be:

* self reliant
* inquisitive
* willing to take risks
* able to pursue their own interest
* interested in books
* verbal
* willing to utilize T. V. wisely

1. *Activity Cards:* Cards similar to those made for lesson one (1 7/8"x4") should be prepared. *Duplicate sets* of each type will permit the child to match cards on the activity board. Suggested cards for this visit include:

   a) *shapes:* triangle, square, circle, rectangle, oval, heart, diamond, hexagon

   b) *colors:* ten or twelve color chips pasted on the cards

   c) *textures:* various pieces of rubber, wood, sandpaper, metal, plastic, glass, rough fabric, smooth fabric, carpet

2. *Filmstrips:*

   a) "How the Young Child's Mind Grows" # 2, from Understanding Early Childhood Ages 1-6 Series, and Preparing the Child for Learning Set

   b) "The Teachable Moments" # 1 from Effective Parent Series, Learning in the Home Set

3. *Printed Materials: How Your Child Learns,* Book III in the Bowdoin Method Series.

Appendix M-3

VISIT # 3

Parents as Teachers

Preparation and Materials:

The purpose of this visit is to help parents see themselves as a teacher in the everyday routine. The parent has many opportunities to teach in the home, car, grocery store, etc. By recognizing the *natural teaching* experiences and utilizing these as fun times, the parent maximizes the child's potential. It is important to help parents understand the importance of "teaching" as much as the child wants or enjoys, but to *avoid pushing* so that the child gets "turned off" to learning. The importance of praise and realistic goals should be stressed. They should not expect a young child to be disciplined about learning.

1. *Activity Cards:* Cards 1 7/8"x4" should be prepared with duplicate sets of alphabet and numbers. Parents can let child match these or children can take cards and match them to letters on newspapers, books and covered boxes, etc.

2. *Filmstrips:*

    a. "Where Can a Young Child Learn", #5 from Understanding Early Childhood, Ages 1-6 Series and Preparing the Child for Learning Set

    b. "The Parent is a Teacher", #3 from Understanding Early Childhood, Ages 1-6 Series in the Child's Relationship with the Family

3. *Printed Materials: Parents are Teachers,* Book 1 in the Bowdoin Method Series

Appendix M-4

VISIT # 4

Stimulating Language

Preparation and Materials:

The purpose of this visit is to help the parents recognize the importance of talking with the child and encouraging language as the key to unlock most of his world. It is the child's most essential task and one that parents can facilitate with time and attention. Not only does the child learn words, he begins to enjoy communication which is the foundation for all his relationships.

1. *Puppets:* Puppets can be made and given to child and parent. Encourage them to let the puppets talk each night before going to bed as well as other times. Puppets can take the focus off the parent and child and make them become more relaxed. A duck and bunny can be made from yellow and white terry cloth.

2. *Visual Media:*

   a) "How Language Grows" #3 from Understanding Early Childhood Series Ages 1-6 and Preparing the Child for Learning Set

   b) "Black, Proud and Able" from With Pride to Progress Series and the Black Child Set

   c) "Parents, the Language Teachers" videotape available from Bill Wilkerson, Speech and Hearing Center, Peabody University, Nashville, Tennessee

3. *Printed Materials:*

   a) *Thousands & Thousands of Words,* Book II Bowdoin Series

   b) *Parents Guide to Language Development* by David C. Wilson, unpublished training material from Chapel Hill Training Outreach Project

Appendix M-5

VISIT # 5

Dealing With Problem Behaviors

Preparation and Materials:

The purpose of this visit is to permit parents to examine alternate ways of defining and dealing with problem behavior. Most parents treat their children the way they were treated by their parents. Consequently, many unproductive practices are continued without exploring new ways of handling problem behavior. Often parents have labeled inquisitiveness, independence, or talkativeness as a problem behavior. The home visitor will need to have the parent define the problem behaviors as well as supporting their effective strategies of child management and offering other options if needed.

1. *Activity Cards:* Draw one happy face on the 1 7/8"x4" card and one very angry face on another card. Take about 20 blank cards. Ask parent to hang the *happy* face on the activity board for a week. Suggest that the parent use the blank cards and write on each one some behavior that pleases the parent as the child does it.

   Encourage the parent to praise the behavior as he hangs the card under the happy face. The object is to help the parent focus on the positive. Often the child's behavior changes when he begins to receive praise for appropriate behaviors rather than constant criticism.

   The parent might hang the happy and angry faces on either side of the board the second week and then begin to note the problem behaviors as well as the positives. These will give some specific behaviors for the home visitor to discuss on the next visit.

   Some suggested positive behaviors parents can note:

   1) sharing toys or food with friends or siblings
   2) taking turns
   3) putting toys away
   4) dressing self
   5) helping with brother or sister
   6) saying please, thank you
   7) doing small home chores
   8) following directions

2. *Filmstrips:* a) "When Children Disobey" #1 from Everyday Problems of Young Children

   b) "When Children are Aggressive: #2

3. *Printed Material: Instead of Nagging* Booklet V, Bowdoin Series

Appendix M-6

VISIT # 6

Your Child's Creative Expression

Preparation and Materials:

The purpose of this visit is to encourage parents to appreciate and stimulate their child's creative expression. Parents should be urged to provide materials, time and space for children to do creative things. The parents' positive attitude toward the child's natural curiosity as well as their interest in his creative products, can support the child's creative urges. Through questions and games, parents can give their children an opportunity to develop imagination, do creative problem solving, and make careful observations. Divergent thinking can be facilitated by asking children to consider multiple uses of objects or innovative solutions to problems. Parents can help children acquire skills in analysis, synthesis and evaluation by asking children to consider parts of objects, how objects or information relates to each other and the value or functions of objects.

Activity Materials:

a. *Flannel Board:* A heavy cardboard covered with flannel about 16" X 20" should be made. Small paper geometric shapes in a variety of colors that have small pieces of fine sandpaper glued to the back provide a medium for the child to create numerous items.

b. *Activity Cards:* Small cards, the size of alphabet series, can be made by gluing small magazine pictures on the cards. These can be used for sorting, but could also be a stimulus to encourage the child to do fluency thinking of additional words for each category.

Vehicle	Clothing	Food	Animal	Person
Boat	hat	fruit	Owl	man
car	glove	cereal	cat	baby
plane	pants	bread	cow	boy
wagon	shirt	meat	dog	girl
tricycle	coat	vegetable	rabbit	woman

Appendix N

GIFTED HEAD START NEWSLETTER

McDougald Center

The Gifted Head Start Class will be studying measurements the next two weeks and we have some suggestions for activities or conversations that you can share with your child.

Measurement involves many things in everyday life. Some things you may want to talk to your child about are his/her own height and weight. Mark their growth on the wall and then compare it with your own height. Weigh your child, discuss with him the weight differences of different sized people.

When you cook, include your child. Let him measure wet as well as dry ingredients. It may be necessary to let him get messy.

There are other types of measurements you can discuss. Measurements of time, the speedometer on your car, your watch, a calendar or the seasons.

Your closet has a treasure of "measurable" items. Compare shoe sizes, different sized clothes and hats. Rummaging is a busy activity for an active child!

Some future topics the children will be studying are Easter, vegetables and Springtime. We hope to suggest some activities in a newsletter for you and your child to share. If you have any questions about our classroom, your child's progress, or suggestions for us, please feel free to contact the Gifted Head Start Teacher, Sylvia Smith at 596-2338.

Appendix O

CLASSROOM ORIENTATION OUTLINE

1. *Philosophy (basic approach to classroom):* The approach to assessment, curriculum and teaching is *developmental*. Each child is assessed in all areas and program is geared towards facilitating development by utilizing strengths and remediating deficits within limits of disability.

2. *Individualization (planning and methods of instruction):* Each child's program is planned individually based on assessment and parental information. Instructional program reflects areas of appropriate intervention for that child's needs. In addition, all children participate in some group activities.

3. *Schedule (schedule of activities, transition techniques, good times to visit, etc.)*

4. *Curriculum (rationale for and planning of curriculum):* The curriculum for the gifted-handicapped class has three major components - activities in many developmental areas based on the unit approach as in the original Outreach Preschool curriculum, higher level cognitive and creative activities from the curriculum being developed based on Bloom's taxonomy of educational objectives, and remedial activities and therapy for specific deficits.

   Units on topics such as the farm, nutrition, dinosaurs, hobbies, etc. are designed to last 1-2 weeks. Each unit begins with activities at the more basic levels of cognition that are more teacher directed. As the unit progresses, activities are more individualized with less direct instruction and more student-initiated activity.

5. *Room Arrangement (rationale, specific advantages and constraints, materials):* Interest centers include art, housekeeping, theatre, fine motor, reading corner, and "unit of the week" center. Materials are commercial and teacher-made to reinforce the multisensory approach to learning. Books and materials on bookshelves near door are for parents and children to borrow for home use.

6. *Classroom Management (responses to questions, inappropriate and appropriate behaviors, technique for specific situations such as separation problems, etc.):* Responses to behavior reflect the goals of the classroom. Positive reinforcement in the form of attention, praise, smiling and hugging are used to encourage independence on specific tasks and positive social interaction (sharing, taking turns, helping each other.) Modeling or demonstration is used to encourage appropriate behavior as well as to teach specific skills. Non-participation or inappropriate responses or behavior are ignored in most cases, unless a child hurts another person or is destructive with classroom materials. Should such behavior be a problem in the classroom, time-out procedures would be used but this has not been necessary.

Appendix P

CLASSROOM OBSERVATION GUIDE

1. Child's attending behavior
   (Shorter attending - longer attending indicates more maturity as attention span grows.)

2. Child's level of involvement in specific activity
   (Increasing involvement also indicates higher development level.)

3. Level of teacher directed vs child directed activity
   (Lower developmental level requires more teacher direction. Child becomes more self-directed with increasing maturity.)

4. Teacher reinforcement of the child
   (Notice how teachers reinforce child's *appropriate* behavior.)

5. Child's imaginative and creative expression

6. Limits set for the child
   (Classroom limits of social behavior - no hurting others or oneself - please, thank you, etc. encouraged.)

7. Management of problem behavior
   (Note techniques used for child's management.)

8. Child attention seeking strategies

9. Child peer relationships

10. Staff-staff relationships
    (Its affect on child, parent-parent relationships also affect the child.)

Appendix Q

GIFTED-HANDICAPPED PROJECT PARENT MANUAL (OUTLINE)

Prepared by Jacalyn Burst

Mainly through the efforts of a dedicated graduate, social work intern, the Parent Manual was prepared to provide parents with basic information about the project as well as other resources. Much of the information from the manual is included elsewhere in the *Project Summary*, so just a couple of sample sections are printed here, along with the Table of Contents.

TABLE OF CONTENTS

I. Introduction

A. Description of Gifted-Handicapped Project
B. Affiliation with Outreach Project

II. Curriculum

A. What is Curriculum
B. Curriculum Alternatives
C. Chapel Hill Training-Outreach Project

III. Classroom

A. Program
B. Screening
C. Admission
D. Classroom

IV. Team Approach

V. Supplementary Services

VI. Guidelines for looking at Other Programs

VII. Recreational Information

VIII. Source List for Parents of Gifted-Handicapped Children

IX. Gifted-Handicapped Program Book List

Team Approach

Since you are your child's first, longest, and most motivated teacher, we believe that a team approach between home and school is essential if your gifted-handicapped child is to make the most of his/her potential. Such a cooperative approach provides more continuity and coordination of the child's training program through the flow of information between home and school. It also permits greater individualization of the program for parents and children. Through their involvement in the program, parents also find support in their relationship to other parents.

Plans for parent participation are individualized and will therefore reflect the needs and interests of each set of parents. In an effort to make your participation as meaningful as possible, you can anticipate the following opportunities:

INTAKE:

Your first contact with us will be with a family coordinator who will discuss the program with you and obtain information about your child. A needs assessment will be filled out to provide us with additional information about your interests and special concerns.

PARENT MEETINGS:

Monthly meetings will be scheduled with the parents as a group. These will be planned to provide information about the program, parenting skills, teaching techniques, and ways of stimulating your child. Group discussions, films, and materials will provide a varied format for these sessions. These will also provide an opportunity for parents to share experiences and ideas with each other.

INDIVIDUAL CONFERENCES:

Individual parent teacher conferences will be held with each child's parents at least quarterly to jointly plan objectives for the child's program. These will be based on an assessment of the child's skills in several areas as well as your own priorities.

Individual conferences with family coordinators will be arranged as needed or requested by parents. Additional conferences with teaching staff or other project personnel may also be arranged on request.

CLASSROOM OBSERVATION:

Early in the child's time of attendance, you will be asked to observe the classroom. A staff member will use this opportunity to interpret the approach of the program, the classroom arrangement, schedule, activities and management of the behavior in the classroom. An observation form (see page) will assist you in noting activities and important interactions. Classroom observation is permitted anytime during 9:00-12:00 that the observation booth is not scheduled for use by the neighboring classroom. If other visitors are in the booth, please refrain from talking about the program or children. we are required to keep a record of observers, so be sure to record the date and time of your visit on the door to the observation room.

CLASSROOM PARTICIPATION:

Parents are encouraged to work as volunteers in the classroom, though this is not mandatory for your child's participation in the program. Classroom involvement enables parents to acquire new skills as well as extend the quantity of individual time available for the children. Parents will need to arrange their volunteer time with the classroom teacher. Regular scheduling is necessary for effective classroom planning, so make your plans and be sure to notify the staff if there are necessary changes.

Assistance with field trips, making classroom materials, and other options for classroom participation are available. These opportunities will be arranged with you individually to provide flexibility in time and scheduling.

PARENT BOOKS AND TOY LIBRARY:

In the classroom you will find a lending library of parenting books and toys for your child. These may be borrowed for two weeks and you are urged to use them freely.

PARENT BULLETIN BOARD:

Items of interest and information will be posted on the *parent panels* over the coat rack near the door to the classroom. We urge you to notice the materials there and also to share items you may wish to post.

ADVOCACY:

The staff of the Gifted-Handicapped Program acts as advocates for the children when additional or subsequent services are sought. Information about current programs and services is maintained for the families. Staff follow through assists in the procurement of appropriate services and maintains interagency liaison when other agencies are simultaneously serving the Gifted-Handicapped participants.

In addition to staff advocacy on behalf of the children and families, the program assist families in becoming advocates for their own children. Through group discussions and printed materials, parents are given strategies and suggestions for effective work to procure and coordinate their child's needed services.

What Next?

GUIDELINES FOR LOOKING AT EDUCATIONAL PROGRAMS

Parents of handicapped as well as non-handicapped children may be faced several times throughout a child's educational career with selecting an educational program. This can be an extremely difficult task. To facilitate future selection of a program for your child, the following are some guidelines for looking at programs.

1. *Who is population being served?:*

   It is often helpful to know the characteristics of the group of children served by a particular program (ages, types of disabilities or special abilities, whether the group is homogeneous or heterogeneous). This type of information may provide insight as to whether the program and the staff are suited to your child's needs.

2. *Staff to child ratio:*

   Although guidelines vary from state to state and within states from one type of program to another, it is good to check on the number of adults actually available for instruction as compared to the number of students. This will give some idea as to the amount of individualized instruction and planning your child is likely to receive. Often the number of adults available include parents, other volunteers, students, etc. -- all who can and should be counted as available to provide direct instruction. On the other hand, when brochures state a number for total staff, be careful to find out who is included in that figure. (The cook, maintenance men, etc. are *not* instructors.) Observation is an excellent way to be sure what the ratio is in actual teaching.

3. *Parent involvement:*

   Is there a parent involvement to this program?
   At what levels are parents included in planning?
   Is there an opportunity to participate in class activities?
   Is there a required amount of participation?
   Are there additional outside activities, groups, etc. for parents and/or other family members?
   Is the parent program flexible to individual needs?

Appendix R

GIFTED-HANDICAPPED PROGRAM

CHILD'S SKILL PRIORITIES

The staff of the Gifted Project is most interested in knowing what goals you, the parents, have for your child. To help develop the best possible educational program, please consider all areas of development and list what you would like your child to learn in each area. Please list very specific activities.

1. *Gross Motor:* activities that involve the legs or arms
   Ex. Catch or throw a ball, climb stairs, run

2. *Fine Motor:* activities that involve the hands
   Ex. String beads, build tower, unbuttoning

3. *Cognitive:* activities that involve thinking
   Ex. Matching, counting, labeling, sorting

4. *Language:* naming objects or comprehending directions

5. *Self-help:* activities that promote independence
   Ex. Eating, dressing, grooming, toileting, self-direction

Appendix S

HOME ACTIVITIES

These activities are intended to add to the learning experiences the children are getting at school. I have tried to design them so that there is something appropriate for each child in the class. I send them all to each of you so that you may choose the ones that you want to do with your child. If you have any comments you may write them on the back of the sheet and return it to school.

Thank you

UNIT: Communities and Community Workers

Activity 1. The sounds of the community that are characteristic of certain jobs can be heard in your neighborhood and when driving or visiting other areas. When you are with your child, try to identify the sounds of such activity such as the noise of sanitation trucks and workers. You might discuss the importance of their keeping the community clean. Another sound that can often be heard is sirens of police cars, ambulances or fire engines. Try to determine which one is heard and discuss the reasons for such loud sirens.

Activity 2. If you know anyone or if a member of your family works in a job that serves the community at large, discuss this person's job with your child and ask that person to talk about their job with your child.

Activity 3. Play a game of acting out the jobs you have discussed or observed with your child. If your child shows an interest in a certain person's job, help to figure out what that worker does for the community and pretend with your child that you are working at that job.

Activity 4. Help your child set up a play community using blocks and toy figures or using boxes and toys. Show how communities are usually organized with certain important services surrounded by neighborhoods of homes.

Activity 5. Visit any community service organizations such as fire stations, schools, hospitals, etc. with your child. Discuss what you will see there and afterward help your child interpret what went on.

HOME ACTIVITIES

UNIT: International Week

We are studying some cultures from other countries and groups now. We will learn about different foods, clothing, art, costumes and customs. Do any of these activities that you would enjoy with your child.

Activity 1. Discuss your family's cultural heritage with your child. Talk about where his ancestors came from. If you do this already, find out about a friend's or neighbor's background and learn some things about it.

Activity 2. Cook and eat a food from another culture such as Mexican, Chinese or Italian. Let your child help in some way. Talk about the origins of some of the foods you may cook already such as spaghetti (Italian), Tacos (Mexican) or any others.

Activity 3. If you have any art or craft products from another country or culture, point these out to your child and tell about where they came from.

Activity 4. Look in your T. V. schedule and see if there are any programs dealing with other cultures and watch one with your child. (The educational T. V. channel often has these programs.)

Activity 5. Look in an encyclopedia or other reference book at home or ask at the library for games from other cultures and play one with your child.

Appendix T

Sample Case Study - 1976-77

Cathy S.

Cathy is a 40-month old girl who has participated in the Gifted-Handicapped Project on a part-time basis when she was two and on a full-time basis during the past year. Cathy has been diagnosed as having congenital nystagmus and congenital severe myopia, and wears glasses which seem to partially compensate for this problem, since she is highly mobile, can recognize shapes and can discriminate small pictures in books. Prior to enrollment in the Gifted-Handicapped Project, Cathy participated in an infant early intervention program in another state and for a short time in an infant treatment program at the Division for Disorders in Development in Learning where the program was geared toward children with skill levels far below Cathy's. Reasons for referral to the Gifted-Handicapped Program included ability to learn rapidly and development at or above chronological age expectancy in gross motor, fine motor, self-help, socialization, cognitive and language skills.

Family Background

The S family consists of Cathy, age 3 and one brother, 5, a student in kindergarten, father, 33, a fellow in internal medicine at a large teaching hospital and mother 33, a college graduate who is presently a full-time housewife. Her special interests are domestic activities of sewing and cooking. The family is a stable unit. Parents are pleasant, attractive, reserved, adequate, comfortable with each other and positive in their relationship with their children. Both parents are motivated to stimulate, but not push their children. One unique feature is their height with father being 6 ft. 5", mother 6 ft., and both of the children in the 99+% for their age.

The family's comfortable split level home is located in a large housing development several miles from town. The family enjoys material comfort and some sense of belonging to the neighborhood by participating in the church and other neighborhood groups.

Mrs. S, as the only child of her father's second marriage, is close to her parents who live some one hundred miles away and her mother has given help with child care when parents have needed to be out of town. Dr. S, son of a glass manufacturing executive, some five hundred miles away, is the older of two brothers and describes himself as a "late bloomer" whose mother's compassion for helping people strongly influenced his decision to become a doctor.

The initial impact of Cathy's visual impairment was most strongly felt by mother. Prior to participation in the Gifted-Handicapped Program, the mother was given supportive counseling through an early intervention program

in another state. Upon Cathy's enrollment in the Gifted-Handicapped Program, the mother was reasonably confident and comfortable in working with her daughter.

INITIAL SCREENING AND ASSESSMENT

Cathy was enrolled in the Gifted-Handicapped Program on the basis of referral information and parent interview. Current developmental data was collected as an ongoing procedure of the program.

Initial referral information indicated development in all areas at or above chronological age expectancy. A summary of Cathy's developmental age equivalents as assessed by the *EMI Assessment Scale* at age 13 months are as follows:

Area	*Developmental Age Equivalent*
Gross Motor	15 months
Fine Motor	14 months
Self Help	13 months
Socialization	14 months
Cognitive	15 months
Language	13 months

An interview was conducted with both parents during January, 1976. Both parents expressed an interest in enrolling Cathy in the program but indicated concern about the severity of her impairment and uncertainty as to whether Cathy was a gifted child. Further investigation regarding specific developmental skills indicated a continuation of at or above age level development.

Developmental assessment at age 25 months using the *Learning Accomplishment Profile*, indicated approximate developmental age as follows:

Area	*Developmental Age Equivalent*
Gross Motor	26 months
Fine Motor	26 months
Social	28 months
Self Help	25 months
Cognitive	34 months
Language	34 months

Administration of the *Peabody Picture Vocabulary Test* at age 27 months indicated a mental age of 43 months.

CLASSROOM EXPERIENCES (1976)

Cathy entered the Gifted-Handicapped Class on March 1, 1976. She attended for four months on a one day per week, two hour per day basis. She attended with one other visually impaired child who was a year older than she.

Classroom activities during the first year of participation consisted of a number of sensorial, play and social experiences centered around a

specific unit, such as fruits, clothing and pets. A typical schedule included music, language, art, constructive play, dramatic play, snack, story and gross motor activities.

Cathy enjoyed playing with adults and learned to play cooperatively with other children. She can share with others when encouraged to do so. She has unusual strengths in language skills; she often speaks in unusually long sentences, she can talk about past experiences, and can describe a purposeful activity, such as telling what she is painting or building. She does not seem personally inhibited by her visual impairment, as she runs, walks and plays with little hesitation or uncertainity. Although it is uncertain at this time as to how well Cathy can see, observations at this time are very encouraging since she can match colors, discriminate simple shapes, and can recognize small pictures.

An evaluation form completed by Cathy's parents after the four months in the program indicated that they felt participation in this program had been a worthwhile experience for Cathy. They reported that she was more interested in her environment and wanted to participate in more activities. Activities in the program were described as being very different from those planned for her other mornings during the week in that activities seemed to be structured to Cathy's own needs and abilities. Participation in the program was also reported as a worthwhile experience for them as parents in that it gave them direction. As her mother stated, "Knowing that Cathy understands at an advanced level has encouraged me to talk and read to her at a higher level."

It was recommended that Cathy continue participation in the Gifted-Handicapped Class several days per week for the next year.

At the end of the first year of the Gifted-Handicapped Project, the teacher left the project to return to graduate studies, and since he was well-liked by parents and children alike, some parents were concerned about how the children would react to a new teacher. Prior to class beginning the following fall, a party for parents, children, and staff was held for all to visit and get acquainted.

During the previous year, Cathy, who loves role-playing, would say to her mom during the ride home, "You be Don (teacher) and I'll be Margie (volunteer)." On her way home from the get-acquainted party this year, Cathy said, "You be Justine (teacher) and I'll be Mary Scott (assistant)! All who had been concerned about the transition of teachers realized they could relax! This is just one example of Cathy's adaptability and interest in other people which has really developed in the past year.

CLASSROOM EXPERIENCES (1977)

Cathy completed the 1976-77 school year in the Gifted-Handicapped Class at the Division for Disorders of Development and Learning. The class was in session four half days a week from September through June. Cathy attended the program three mornings a week.

Cathy is quite independent and freely lets everyone know her wants and desires. Cathy displayed her leadership abilities by initiating play activities

both in the classroom and in the recreation room. Two characteristics noted in Cathy's performance throughout the school year were her general intellectual ability and her creative thinking.

Cathy learns nursery rhymes and songs very quickly. She uses abstract words (like proud, angry, disappointed, etc.) to express her feelings or retell personal experiences. Her imaginitive and verbalization skills are clearly seen in dramatizations. One of Cindy's favorite activities is to role play or act out stories that have been read to her. She frequently changes her voice and uses props to make the dramatizations more life-like.

The AIMS Pre-reading kit has become one of Cathy's favorite activities. The program is especially good for Cathy because it allows her to work independently in an area she is very interested in learning.

Cathy's number skills include: rote counting through fifteen, recognizing and lableing numerals one through three and four and five with a verbal cue. She has one to one correspondence through five objects.

Cathy's cognitive skills are continuously improving. She learns facts and rules quickly and generalizes the information to many situations. She names materials objects are made from and is beginning to show an understanding of time. Cathy is learning to follow a three stage command in order. Using a model, she draws a ten part man, showing great interest in details.

Cathy is a very coordinated child. She catches a bounced ball, throws a ball overhand, and stands on one foot for a few seconds. She is learning to hop and walk the balance beam independently.

Drawing is another area of interest for Cathy. She labels and draws circles, squares, and triangles. Cathy is beginning to label and draw the letters in her name. She enjoys playing games that involve letters like matching lettered blocks to works, and fishing for letters in a pond.

Cathy is becoming consistent in verbalizing her toilet needs and being independent in caring for her needs.

Cathy enjoys working in one to one teacher-child activities. Her attention span is very long (20-25 minutes) for activities that interest her. Cathy will complete an activity less interesting to her when told she can draw or paint on completion of the task.

EVALUATION AND RECOMMENDATIONS: 1977

Getting away from the label of "handicapped" is strongly recommended in Cathy's case. It is felt that Cathy will enjoy and function well in a regular community preschool program. Cathy's parents have enrolled her in such a program for the fall of 1977.

Cathy has demonstrated in the past year that she learns concepts well through nursery rhymes, fingerplay games, and dramatizations. Developing

independence in self help skills is a goal she can work toward in the future. Specifically, Cathy is ready to learn dressing skills like buttoning, unbuttoning, buckling, etc. A continuation of the prereading skills begun this year is also recommended for her. Rhyming games, matching consonant sounds, alphabet picture books, and letter recognition exercises were some of the activities Cathy participated in this past year. After she progresses a little further in this area, it will be more evident as to whether she will need any modifications in reading material due to her vision.

It is important to note that Cathy has demonstrated abilities in the 4-5 year level in language, cognition, and motor skills. However, emotionally and socially, she is functioning at her present chronological age of three years.

Cathy's pre-post data and curriculum records are summarized in the text of this monograph (p.69 and 75 , Child #2). Post-testing at the age of 38 months showed developmental scores in the six areas of development according to the LAP as follows:

GM	48
FM	48-60
Soc	60+
SH	36-48
Cog	60-72
Lang	72

These scores represent gains ranging from 11 months to 38 months from assessment thirteen months earlier. The *Leiter International Performance Scale,* which had not been administered before, was also used at 38 months. Cathy's developmental age on this was 60 months.

FAMILY PARTICIPATION

The family participation in the program included their involvement in an extensive two day multidisciplinary evaluation. This included a home visit as well as clinic interviews by the diagnostic team. Parents had daily informal contact with classroom personnel as well as quarterly structured interviews for setting long term objectives. Mother did not elect to work as a regular volunteer in the classroom, however, she did help with field trips and special events such as birthday and seasonal parties. One or both parents attended all but one of the parent meetings. Supportive counseling by the staff dealt with such concerns as sibling relationships and long term plans for Cathy's education. Because Cathy's handicap has emerged as relatively minor, the family has been helped to view and present her as a "non-handicapped" child in her next program where she will be mainstreamed with 4 year olds because of her ability.

Mother participated as a regular member of the advisory board, and was one of the most vocal when other advisory board members asked for information from staff and parents about the effectiveness of the program. In addition, mother was very interested in advocacy for other children as well as her own.

Both parents rated staff assistance with individual requests in location of other community resources one of the most helpful areas of the parent program. They also indicated that they had noticed positive changes or improvements in Cathy's behavior in all areas, and indicated a high degree of satisfaction with the program.

Appendix U

PROGRAM EVALUATION

Gifted-Handicapped Program

1976-77

Please be as candid and specific as possible in giving your criticisms & suggestions.

I. Parent Participation:

A. Please check any of the following ways you were involved with the Gifted-Handicapped Program:

1. Individual parent-staff conference _____
2. Classroom oritentation with staff member _____
3. Classroom observation _____
4. Completion of parent interest assessment form _____
5. Participation in planning objectives _____
6. Received parent manual _____
7. Volunteer classroom participation _____
8. Use of home activity sheets _____
9. Group parent meetings _____
10. Use of parent library _____
11. Information through parent bulletin board _____
12. Received printed materials regarding my child's special needs and/or general parenting _____
13. Staff assistance with individual requests on location of other community resources _____
14. Participation on Advisory Board _____
15. Home visits from project staff _____
16. Attended classroom special days (i.e., Thanskgiving, Crhistmas, Birthdays & field trips) _____
17. Participated in D.D.D.L. Evaluation _____
18. Assisted in materials development (i.e., classroom materials, project media) _____

19. Completed evaluation forms _____

B. Do you feel there have been enough opportunities for participation in the program: Yes ____ No ____
If no, please suggest additional or alternate ideas for parent participation.

_____

_____

_____

II. Parent Perception of Program Results:

1. Has your child made improvements or shown any positive changes since entering the program? Yes ____ No ____ Don't Know ____
If no, go to question 4.

2. What positive changes or improvements has your child shown?

a. Language/communication _____

b. Motor (Large and small muscle coordination) _____

c. Relationship with other children _____

d. Relationship with family members _____

e. Relationship with other adults _____

f. Self help (eating, dressing, toilet) _____

g. Reasoning, problem solving _____

h. Attention _____

i. Behavior _____

j. Other (list) _____

_____

3. Do you feel that these changes can be attributed to your child's participation in the program? Yes ____ No ____ Don't Know ____

4. Why do you think your child has failed to make improvements or show positive changes? _____

_____

5. Do you feel that you have gained anything from your participation in the program? Yes ____ No ____ Don't Know ____
If no, go to question 7.

6. What have you gained?

a. knowledge of my child's abilities _____

b. knowledge of my child's special needs _____

c. greater acceptance of my child's unique abilities and disabilities _____

d. knowledge of my role in my child's growth and development _____

e. knowledge of how to work with my child _____

f. knowledge of how to foster creativity _____

g. knowledge of services available to my child _____

h. knowledge of ways to become a more effective advocate for my child _____

7. Has the program helped you in froming your expectations of your child's future? Yes ____ No ____ Don't know ____

III. Program Satisfaction:

1. Do you feel that the project staff are well qualified to work with your child?

a. yes, all are _____

b. yes, most are (explain) _____

_____

_____

C. no, (explain) _____

_____

_____

d. Don't know _____

2. Does your child like the program?

Yes ____ No ____ Don't know ____

3. Were you given adequate orientation to the program?

   Yes ____ No ____

   If not, how could this be improved? _____

   _____

   _____

4. Were you kept adequate reports on your child's progress?

   Yes ____ No ____

   If not, how would you like this changed? _____

   _____

   _____

5. Do you feel there has been good communication between you and the project staff about your child's specific needs?

   Yes ____ No ____

6. Have you been given the change to express your feelings and suggestions about the program and your child's activities?

   Yes ____ No ____

7. Has the staff used your suggestions:

   Yes ____ No ____ Don't know ____

8. Have you used home activities?

   Yes ____ No ____

   Suggestions for improvement _____

   _____

   _____

9. Would you have liked more home activities?

   Yes ____ No ____

10. Overall, how successful do you feel the program has been in meeting your child's needs?

    a. Very successful _____

    b. somewhat successful _____

c. not sure_____

d. unsuccessful _____

IV. In what ways could the program be improved? _____

_____

_____

_____

Appendix V

PROGRAM EVALUATION

Gifted Head Start Program

1976 - 77

I. Parent Participation:

A. Please check any of the following ways you participated in the Gifted Head Start Program.

1. Home visits _____
2. Home activities with child _____
3. Classroom observation _____
4. Parent Interest Check List _____
5. Parent meetings _____
6. Received printed materials about working with my child _____
7. Help with finding/getting aid from other agencies (that is, employment, financial aid, music lessons, etc.) _____
8. Special workshop (music) _____
9. Evaluation form completed _____

B. Do you feel there have been enough opportunities for participation in the program? Yes ____ No ____

Other ideas you would suggest _____

_____

II. Parent Perception of Program Results:

1. Has your child made improvements or shown any positive changes since entering the program? Yes ____ No ____ Don't know ____

2. What positive changes or improvements has your child shown?

a. Language/communication _____
b. Motor (large and small muscle coordination) _____
c. Relationship with other children _____

d. Relationship with family members _____

e. Relationship with other adults _____

f. Self-help (eating, dressing, toilet) _____

g. Reasoning, problem solving _____

h. Attention _____

I. Behavior _____

j. Other (list)_____

_____

3. Do you feel <u>you</u> have gained anything from the home visits?

Yes ____ No ____ Don't know ____

If no, omit question 4.

4. What have you gained?

a. ideas about how my child learns _____

b. ideas about how I can teach my child _____

c. ways to handle child's behavior _____

d. activities to do with my child at home _____

e. knowledge about how improtant I am in my child's learning _____

f. ways to help my child talk more _____

h. ways to help my child feel good about himself _____

III. <u>Program Satisfaction</u>:

1. Does your child like the program?

Yes ____ No ____ Don't know ____

2. Have you been given the chance to express your feelings and suggestions about the program and your child's activities?

Yes ____ NO ____

3. Have you used home activities?

Yes ____ No ____

Suggestions for improvement _____

_____

_____

4. Would you have liked more home activities?

   Yes ____ No ____

5. Overall, how successful do you feel the program has been in meeting your child's needs?

   a. very successful _____

   b. somewhat successful _____

   c. not sure _____

   d. unsuccessful _____

6. In what ways could the program be improved? _____

   _____

   _____

   _____

Appendix W

SCRIPT FOR *AUDREY*

4. We'd like you to meet Audrey.

5. (fade music up) Audrey is a beautiful blond child who runs, cries, laughs, loves, and gets angry like all children.

6. But Audrey is different from most children -- let's take a closer look.

7. Because Audrey's verbal skills exceed those of most blind children her age, we call her "gifted."

8. Like other children her age, Audrey is curious about her environment: She's reaching out to experience her world through touching, smelling, hearing, and tasting, and . . .

9. What about seeing? Well, that's a problem. Unlike most children, Audrey is partially blind and has only limited vision for seeing her world.

10. Because of this visual problem, we call Audrey "handicapped." Although unique, Audrey is representative of children who have strengths in certain areas despite handicaps in other areas.

11. We call these children "gifted-handicapped." Let's look at Audrey's situation and see what we can find out about other children who may also be gifted-handicapped.

12. Audrey is about three and a half years old and was initially diagnosed as microcephalic and totally blind.

13. Because of this, her parents and teachers might have assumed that Audrey could not learn, that time spent teaching her would have been futile and wasted.

14. Fortunately, Audrey has been given an opportunity to begin an educational experience that will enable her to develop to her highest potential, in the Gifted-Handicapped Project, a division of the Chapel Hill Training-Outreach Project.

15. Once enrolled in the Project, Audrey was assessed with the Learning Accomplishment Profile. This assessment enabled the teachers to establish specific objectives for Audrey in each skill area.

16. Accommodations were made for Audrey's visual problem and she is stimulated to develop her verbal strengths and skills.

17. There are thousands of "Audreys" who have both special gifts and handicaps. Little is known about these children, so let's examine Audrey's needs as a way of knowing more.

18. Audrey can help us recognize that she, like every child, is a *unique combination* of abilities and disabilities.

19. Because of this, an *individual assessment* NEEDS TO BE COMPLETED TO INDICATE EACH child's specific skills.

20. Our experience with Audrey also shows us that she needs adults around her who care, both parents and professionals, who *recognize her strengths,* and help her develop those areas.

21. We see that Audrey needs to have her limited vision accepted, and not viewed solely as a handicap, but as a challenge to overcome, such as running or hopping when she can't see.

22. Audrey needs to experience a *sense of independence* by taking risks and doing things for herself.

23. She needs to experience the pride of saying "I did it." This kind of success is an experience that Audrey needs to have many times.

24. This means that expectations and tasks given to her should be realistic so that she can succeed most of the time.

25. Like other children, Audrey wants and needs *positive reinforcement* for all her successes.

26. Because of the likelihood of her experiencing frustrations in sight-related areas, Audrey needs support in other areas.

27. *Sensory stimulation* -- hearing, touching, smelling, tasting -- are all important for Audrey's development. She needs to learn new things through exposure to enriching opportunities,. . .

28. but more importantly, Audrey needs to develop *new ways of learning* that will enable her to apply things she has already learned to novel situations.

29. Audrey needs *opportunities to be creative,* trying various ways of doing things . . .

30. and acting out fantasies and pretending. These creative exercises will help Audrey develop innovative ways of accommodating her weakness.

31. Finally, we see that *social experiences* are an important part of Audrey's growth process.

32. Through her daily experiences with other children, Audrey learns to share, to take turns, and to work and play with others.

33. Audrey needs the experience of being accepted by persons outside her family and home.

34. It is true that Audrey's present positive experiences are occurring in a special project for gifted-handicapped children. (Pause) This is *not* a normal classroom.

35. However, these experiences are not the exclusive domain of special projects. They could be found in a variety of settings.

36. the home, . . .

37. preschool developmental and day care programs, . . .

38. kindergartens, . . .

39. and Head Start classrooms.

40. The key concept which underlies Audrey's positive experiences is that of INDIVIDUALIZATION -- the acceptance of the child . . .

41. whose weaknesses are viewed as challenges for creative and innovative expression, . . .

42. and whose special gifts are seen as gems to be shaped and polished.

43. Now, we'd like you to meet Audrey's family, the Registers -- Sherrill, her dad; Carolyn, her mom; and Caron, her sister.

44. Audrey's parents are committed to meeting their challenge: to see their child's personal potential be fulfilled despite the limitations of a handicap.

45. like all parents of handicapped children, the Registers' emotional adjustment process begins when they are first informed of a problem with their baby.

46. If the handicapping condition is obvious at birth, the family is usually informed by the pediatrician. This can be a stressful experience and often leaves the parents anxious and wondering. For example, soon after Audrey was born:

47. "The pediatrician came up and said 'About all I can say is she has a big nose and we'll just have to wait and see." and that kinda blew me right out of bed to begin with. I was really nervous about the baby. . . it did make me nervous.

48. "We took her home and my fears began to grow because I was home alone."

49. Because the handicapping conditions are usually visible before special abilities become apparent, the parents look urgently for developmental signs to calm their fears.

50. "All during the time I started doing things to stimulate her...I was like taking 30 minutes of holding her, tickling her, do anything to get a response except hurt her, then I'd put her down and cry for 30 minutes."

51. Frequently, the family seeks alternative medical opinions. The weary treck to other specialists makes the light of hope grow dimmer as they continue to hear the same diagnosis, repeated over and over. The

Registers began this search, too.

52. "By four months when she didn't follow my face we told the pediatrician we thought something was wrong with her eyes ... and he sent us to the ophthalmologist who told us she was at least partially blind" ...

53. "I remember vividly the shocked expression on Sherrill's face ... and all I could think was 'How do you raise a blind child.'"

54. "The thing I remember from walking out of his office that day ...I cried all the way to the car and I think one of the reasons it was so overpowering was that I kept thinking about two of the things I love most"...

55. "working with flowers and looking at them"...

56. "and reading . . . and she would never be able to do either of these."

57. The parents often will find themselves experiencing a period of accommodation and self-evaluation as they begin to see their new roles take shape.

58. "I definitely feel my self image changed ... it changed from that of being a teacher to that of being a mother, a homemaker and a wife."

59. "I really was grasping for who I was ... but being super mama I felt I had to do everything to stimulate that child, I had to be loving and consistent...which I'm not...I couldn't be consistent ... that's probably why I cried almost everyday during the adjustment period."

60. Mr. Register, on the other hand, had a different perspective: "Once I adjusted to Audrey having a special need ... I never really had any doubts. I thought I was going to be a good father ... and that my positive attitude would help us overcome anything, be it social development or lack of confidence in our own abilities."

61. Having accepted the medical diagnosis, the Registers needed emotional support: to help them accept their child's limitations, and to meet the challenge of daily care and nurturance.

62. "Our support of each other was the key ingredient. Once we recognized that Audrey would never have any vision, we talked at great length ... we had to support each other, and we had to have a home environment where she could grow up as a normal child and that we could treat her as such."

63. The Registers had always provided a warm and loving atmosphere for their children, and this continued. Words were precious, and Audrey's gift of speech could grow.

64. The Registers found that they could rely heavily on their extended family, and that they were a great support for them in this difficult period.

65. "Sherrill's family is a very loving group of people -- very child-oriented ... The new baby is the center of attention. All the adults and the children reached out to Audrey in a very loving way."

66. "This is reinforcing to the parent who is wondering how the blind child is going to be received."

67. "Shortly after the news of Audrey's blindness ... Mother agreed to spend a few days with us and stayed two weeks ... it was a precious time. At this time I found out just how much my mother meant to me and my family."

68. During the early stages of the adjustment period, the family is extremely sensitive to the reactions of those around them, whether family, friends, professionals, or strangers. The Registers found that they were often troubled by many of the reactions.

69. "My family was very upset. Mother took it harder than anyone else... and that made it hard for me."

70. "We definitely had the reactions of people withdrawing -- being unable to cope with their own emotions. We felt that in the doctors, and we felt that in friends ... people who had really been important to us, who just absolutely withdrew ... could not be around her, could not have us discuss it."

71. "Then you also have the reactions of some people who tell you that the child will outgrow it or medicine will come up with something tomorrow..."

72. "That's hard for a parent to take when they are groping with not being able to accept the permanent condition to begin with and then somebody comes up and says "Oh, he'll outgrow it.'"

73. Public reaction can be a frustrating experience for the parent of a handicapped child. Often they are screaming with pain on the inside because of the world's seeming indifference to their plight.

74. "Everybody was just buying groceries and I wanted to scream 'Don't you know my child is blind and will never see?"

75. "...in relating to one of the doctors ... I felt that people were more like machinery or pegs you would fit in a hole ... than people to be cared for."

76. The Registers were fortunate in having some positive experiences during the early months.

77. "Carla, the home visitor from the Commission for the Blind was really wonderful with children. Her coming in gave me an emotional break and a chance to see my child relating to someone successfully."

78. Home-based early intervention programs are becoming widespread and are valuable assistance to families in these early years.

79. "(They helped by) ... listening to my fears and giving me specific things to be working on. They gave me toys, literature and have sponsored a series of programs for the parents. It is just a super program."

80. Parents of a gifted-handicapped child are not the only influence on the early years. The brothers and sisters play a significant part in the child's development.

81. "Caron is Audrey's best teacher ... she's taught her love for peers. She's done so much for her languagewise. She could get Audrey to say things when no one else could."

82. "There is really a deep feeling between the two girls."

83. Having appropriate expectations of a child whose limitations are not easy to assess and whose areas of greatest strength are not fully emerged is a difficult process for the parents.

84. The Registers soon learned that risk-taking was essential for Audrey's development.

85. "We've always let her do what other children do even if it means that she stumbles and falls down and gets hurt ... If it was Caron you wouldn't pay any attention, so if it's Audrey, let her develop also."

86. Parents of gifted-handicapped children will sometimes attempt to normalize their perceptions of their children. Even though Audrey's needs and strengths receive special attention -- as they must, the emphasis is on equal treatment of the two sisters.

87. "I see Audrey growing in her knowledge in how to relate to people and how to deal with things. I just see her becoming more and more self-sufficient."

88. "I really don't think of Audrey as being gifted ... if I thought of her as gifted, I think I would think of her as being handicapped also. I really don't think of her as being gifted or handicapped."

89. "I think she is a bright kid who is quite verbal, she's noisy, she loves to play and does a good job of role playing."

90. "I think of her as being a normal child in her everyday environment and she handles her environment quite well."

91. Now, let's take a look at Audrey in the Gifted-Handicapped classroom, and how she spends her days.

92. She was referred to the class after a thorough interdisciplinary evaluation at the Division for Disorders in Development and Learning.

93. As Audrey arrives, the other children are already here, and it's time for OPENING GROUP.

94. Listen! They're singing "Hello, Everybody." (song: class singing)

95. One of Audrey's first tasks is to tell her name. Audrey has always responded to her name, but has had difficulty in saying it when asked."

96. Through self-concept and other body-image activities, Audrey has learned to give her name when asked who she is.

97. "I'm Audrey Register." "Good, Audrey, good morning."

98. The curriculum being developed by this model project is based on a framework that combines the traditional UNIT-TOPIC approach, and a hierarchy of cognitive task levels.

99. Audrey begins each unit by participating in group activities which insure that she has a basic knowledge with the vocabulary...

100. As a transition from OPENING GROUP to the day's first UNIT LESSON, the children are singing a song about food as that is the topic of this week's unit.

101. Audrey likes to sing songs because one of her strongest skill areas is her ability to recall lyrics and to learn songs rapidly.

102. Now it's time for the day's UNIT LESSON, and today the lesson is at the COMPREHENSION LEVEL of the hierarchy.

103. This means that, in addition to a basic knowledge and vacabulary, the children must demonstrate an understanding of the UNIT INFORMATION.

104. The children learn a rule about the unit: "Food is something you can eat."

105. In this unit Audrey's task is to complete simple analogies, such as "You can eat an apple, you can also eat a _____."

106. As Audrey demonstrates ability at one level, the next day's activities are structured to include tasks at higher levels in the hierarchy.

107. Some of these skill areas are discriminating, sequencing, working with puzzles, classifying, finishing stories, experimenting, and creating.

108. The program also provides activities intended to strengthen Audrey's weak, vision-related skills.

109. During GROSS MOTOR time, for example, Audrey is encouraged to participate in activities which help her to develop skills in balance, coordination, and body concept.

110. During SNACK time, Audrey and her classmates are preparing vegetables and other ingredients for the soup they will eat for lunch.

111. They are busy following a "Picture" recipe, with help from their teachers, and ...

112. Audrey's mom, because this is Mrs. Register's day to work in the classroom.

113. After snack, it's time for the second UNIT LESSON. Audrey is classifying objects according to certain characteristics.

114. When she is given verbal-and-picture cues, Audrey matches the real object.

115. After matching, Audrey sorts the pictures by putting them into one of two openings - sweet or sour.

116. During ART period, the children get the opportunity to be creative with both familiar and unfamiliar materials.

117. Listen! It's STORY TIME. "...and then the hungry caterpillar ate three oranges, two cupcakes, one piece of cherry pie, one sausage and one slice of watermelon.

118. The children love this story, and afterwards, they get to play with the flannel board characters and tell their own versions.

119. Audrey enjoys this period because she is very good at role-playing.

120. During FREE PLAY and GAME TIME, the children are free to choose from the many materials made available to them, or to play alone, or with others.

121. This morning Audrey is busy playing "Go Fish" with Brooke, but these aren't ordinary "Go Fish" cards.

122. A closer inspection reveals that these teacher-made cards require texture-matching skills. This is a good experience for Audrey, because it provides her with multi-sensory experience without focusing on her visual disability.

123. Among Audrey's objectives is to learn the concept of one-to-one correspondence.

124. Today, Audrey is getting ready to "Pack A Lunch," which is her math activity for the day.

125. She is putting in each "lunch bag" the appropriate number of items which are pictured on the outside of the bag.

126. Wow! Look at the time -- only four minutes until clean up.

127. As usual, lunch time is a big hit. The children love to eat the food they have helped to prepare.

128. After lunch, Audrey will be heading home, but she'll be back tomorrow.

129. Some day soon, though, her parents and teachers will be looking for another school for Audrey, a school where:

130. --Audrey will receive instruction appropriate to her varying developmental levels; ...

131. --where her gifts as well as her handicap are recognized and resources are provided for both; ...

132. --where Audrey and all children are considered unique individuals;...

133. --where Audrey's parents will continue to be reinforced for the excellent family support they are providing;...

134. --and where Audrey will be in the MAINSTREAM of regular public education.

Appendix X

WORKSHOP AGENDA

I. Overview of Gifted-Handicapped Program

II. Identification of Giftedness

A. Problems of identifying the gifted
B. Techniques for identifying the gifted
   1. Informal behavioral checklists
   2. Teacher nomination
   3. Peer nomination
   4. Intelligence tests and other standardized measures
C. Identification of giftedness in young children - a slide tape presentation.

III. Curriculum for the Gifted Child

A. Alternatives
B. Focus on higher mental processes and creativity
C. Use of a curriculum model based on hierarchy of cognitive levels (Bloom, 1956) at the preschool level.

IV. Materials

A. An annotated bibliography of curriculum resources for the gifted
B. Other materials

V. Workshop Evaluation

APPENDIX Z

INDIVIDUAL EDUCATIONAL PROGRAM

Planning Date June 8, 1978

STUDENT	COMMITTEE
1. Name: Barbara Nolen Home Address: 332 S. Black Street Pittsboro, N.C. 23916 Telephone: 892-1536 Current Placement: Gifted-Handicapped Program Date of Birth: 9/2/74 Age: 3 yrs. 8 mos.	2. Name Position Joy Greene, Coordinator, G.H. Program Mr. and Mrs. Peter Nolen, Parents Mary Scott Hoyt, Teacher, G. H. Program Dorothy Cansler, Family Coordinator, G.H. Program Betsy Martin, Director Special Ed., Black County Schools Victoria Meeks, Black County Dept. of Social Services Anne Bloome, UNC News Bureau Sara Eckles. N. C. Division for the Blind Diane Masley, Director, Bentwood Preschool

3. Present level of Educational Functioning/learning style	4. Annual Goal Statements (Prioritized)	5. Short Term Instructional Objectives with Criteria for Evaluation
General Intellectual Ability: On the Interim Hayes-Binet, Barbara attained a mental age of 5 yrs. 7 mos. which places her intellectually within the Superior Range (she was 3 yrs. 8 mos. at the time of the testing). Language/Cognitive Barbara has exceptional expressive language skills and is able to define vocabulary and complete opposite analogies. She knows all her body parts, can describe object function, can describe the source of certain actions and can follow single, two and three step commands. She can count 1-10 & demonstrates 1:1 correspondence with 6 beads. She has some confusion about time and spatial concepts. Fine Motor/Writing: Barbara has excellent finger dexterity and can string beads, lace, place pegs in holes, build with	Development of Braille reading readiness skills. Time, space, number, and other concept development Sound discrimination and localization training. Mobility training in order to facilitate her independent mobility skills. Development of writing readiness skills including learning to print her name, and type her name in Braille, identifying letters of the alphabet. Development of independent living skills including the use of utensils in eating. Expansion of her vocabulary and creative expressive abilities. Development of her awareness of other children's needs.	Gross Motor: 1. Demonstrate an understanding of where she is in a room by moving to another place in the room when asked to do so 4 out of 5 times. 2. Stand on one foot from 6 to 10 seconds when asked to do so 4 out of 5 times. 3. Hop on one foot for 2 or 3 seconds when asked to do so 4 out of 5 times. Fine Motor: 1. Lace a shoe in the correct manner (i.e., not skip holes and cross strings) when asked to do so 4 out of 5 times. 2. Cut a continuous 3 inch tactile line when asked to do so 4 out of 5 times. 3. Put together a 3 or 4 piece continuous puzzle and assemble toys 4 out of 5 times. 4. Draw a circle, triangle or square with a crayon when asked to do so 4 out of 5 times. 5. Begin to print the letters in her first name when teacher holds her hand to demon-

Child's Name: Barbara Nolen

Present Level of Educational Functioning/Learning Style	Annual Goal Statements (Prioritized)	Short Term Instructional Objectives with Criteria for Evaluation
blocks, but, & do puzzles that have the pieces isolated. By using her hands, she is able to identify people and things in her environment. In writing skills, Barbara can imitate lines, an H stroke, a cross (+) and copy a circle. Social/Emotional: Barbara has a very strong self-concept and loves to meet new people. She is easily engaged in conversation and is a creative & playful child in relating to other people. Mobility: Barbara is confident in locomotion when holding someone's hand. Without physical or verbal cues, she has a difficult time orienting herself in space. Learning Style: Barbara has great curiosity which makes her eager to learn. She learns best through auditory and tactile means. Barbara performs in both one to one and group situations. She loves music and singing. When Barbara is interested in what she is doing, she will play or work independently for long periods of time. If she is bored or not interested in the task at hand, she tires of it quickly. Barbara is a delightful child and very reinforcing to whomever is working with her.		strate 4 out of 5 times. 6. Type letters of her first name in Braille using Braille writer when asked to do so 6 out of 10 times. Social Skills: 1. Ask for favorite stories or songs when appropriate 4 out of 5 times. 2. Help put things away when given verbal clues as to where to put the things when asked 8 out of 10 times. 3. Comfort a playmate in distress when situation calls for it 4 out of 5 times. 4. Play simple floor and table top games when games are tactile or no vision is required when asked to do so 4 out of 5 time 5. Listen and respond appropriately when asked to do something or not do something by other children, i.e., "Come here, Barbara" or Stop, Barbara", 8 out of 10 times. Self-Help: 1. Dress herself when clothes are put out for her independently when asked to do so 8 out of 10 times. 2. Pour from a pitcher without spilling when asked to do so 8 out of 10 times. 3. Distinguish front and back of clothing when dressing 8 out of 10 times. Cognitive: 1. Label coins (penny, nickel, dime, and quarter) when asked to do so 4 out of 5 times. 2. Demonstrate which is left and right when asked 4 out of 5 times.

CHILDS NAME: BARBARA NOLEN

Present Level of Educational Functioning/Learning Style	Annual Goal Statements (Prioritized)	Short Term Instructional Objectives with Criteria for Evaluation
		Cognitive, continued: 3. Demonstrate an understanding of past & present by telling what she did yesterday and today when asked 4 out of 5 times. 4. Count objects up to 5 when asked to do so 4 out of 5 times. 5. Label Braille letters in her first name when asked to do so 4 out of 5 times. 6. Categorize toy animals, objects and clothing after demonstrating an understanding of the category when asked to do so 4 out of 5 times. 7. Answer "why" questions about a category after demonstrating comprehension of the category when asked in 4 out of 5 times. 8. Tell an ending to a story or make up a story about a subject after demonstrating an understanding of the subject when asked to do so 4 out of 5 times. 9. Tell which she likes best and why about some particular subject such as: pets, farm animals or transportation when asked to do so 4 out of 5 times. Language: 1. Give home address and phone number when asked to do so 4 out of 5 times. 2. Give birthdate when asked to do so 4 out of 5 times. 3. Ask meaning of abstract words when appropriate 4 out of 5 times. 4. Use new vocabulary words in a sentence of the meaning of the word when asked to do so 4 out of 5 times.

6. Educational Services to be Provided

A. Services Required	B. Description	C. Time Per Week	D. Who's Responsible	E. Beginning Service Date	F. Ending Date
Three (3) days a week. Placement in Bentwood Preschool.	Three (3) mornings a week, Barbara will be in a normal preschool program with ratio of one (1) teacher to 4 children & a total of 16 children.	M - F	Diane Masley, Director - Bentwood Preschool	8/28/78	8/79
Mobility Training	Once a week mobility trainer will work with Barbara & her mother on mobility skills. Sessions will be held with the staff of Bentwood Preschool to communicate strategies in Barbara's mobility training.	Once a week, either Tues. or Thurs.	Victoria Meeks, Social Worker for the blind & Gail Green, mobility Training expert with NC Division of Services for the Blind.	9/78	8/79
Individualized Instruction in Braille Readiness, concept development and independent learning skills.	Independent Living Instructor will work with Barbara once a week at home & communicate & coordinate efforts with the staff of Bentwood Preschool.	Once a week either Tues. or Thurs.	Sara Eckles, N. C. Div. for the Blind; Victoria Meeks, Social Worker for the Blind; Ms. Helen Grey, Independent Living Instructor.	Late July, 1978	8/79
Consultation/resources to staff of Bentwood Preschool from Mr. George Smith.	Mr. Smith will meet with staff at Bentwood Preschool in August: Mrs. Sara Eckles, Victoria Meeks, Ms. Betsy Martin, & the Nolens, to explore & order special materials for Barbara. When school starts, Mr. Smith will observe & make any suggestions necessary at that time.	To be scheduled	Diane Masley	Aug. Meeting; September on-site visit	8/79

6. Educational Services to be Provided

A. Services Required	B. Description	Time C. Per Week	Who's D. Responsible	Beginning E. Service Date	Ending F. Date
Inservice Training for Kindergarten teachers at Forest Park Elementary School.	Mrs. Martin will determine who Barbara's kindergarten teacher will be and plan a training schedule including: 1) observation of Barbara at Bentwood Preschool, 2) Participation in training sessions sponsored by Mr. Smith and the State Dept. of Public Instruction in order to prepare her for Barbara's kindergarten year.	To be scheduled	Mrs. Betty Martin, Director of Exceptional Children, Black County School District	Fall, 1978	8/79
Inservice Training for staff of Bentwood Preschool.	Mr. Smith will provide on-site inservice training on whatever needs are discerned by the staff of Bentwood Preschool.	To be scheduled	Diane Masley & Mr. George Smith	To be scheduled when needed	8/79
Registering Barbara with the State Department of Public Instruction's registry for the blind.	Ms. Martin will get medical documentation of Barbara's blindness from the Nolens and register her with Mr. Smith.	June, 1978	Ms. Martin	June, 1978	8/79
Violin Lessons	Mrs. Nolen will continue taking Barbara to violin lessons with Nan Crosby in Durham who is teaching violin by the Suzuki Method. The Nolens are paying for this training.	Thurs. Morn.	Ms. Nolen	June, 1978	8/79

Extent of time in the regular education program:

Three (3) days a week in half-day program.

Justification of the Individual Education Program:

Barbara's preschool experience has been with handicapped children with a very high teacher-child ratio. Three days a week at Bentwood Preschool will provide a preschool experience with normal children with a teacher ratio of 1:4. The other two days, Barbara will receive intensive one to one instruction in mobility and Braille readiness skills which will facilitate her mainstreaming into the public schools.

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7. I have had the opportunity to participate in the development of the Individual Education Program.

I agree with the Individual Education Program ☑

I disagree with the Individual Education Program ☐

Mrs. Peter Nolen
Parent's Signature

APPENDIX AA

MOTHERS' MEETINGS PROGRAM TOPICS
1977-78

Fayetteville

11/9 Introduction to Gifted-Handicapped Program - "Audrey"

11/22 The Child's Self Concept

12/7 How Children Learn

12/21 Christmas Workshop

1/4 Parents are Teachers

1/18 Behavior Management

1/31 Story Telling - Story Reading

2/14 Movement Workshop - Ken Davis

3/1 Sibling Relationships

3/15 Parents and P.L. 94-142

3/29 Parents and P.L. 94-142 - A Case Study

4/5 Materials Making Workshop

4/12 Visit to Spainhower Center for Handicapped - Olivia Smith

4/19 Music Resources - Summer Swimming Plans

4/26 Visit Hillsboro and Fuller Special Classes

5/3 Parent Child Communication - Jim Freres, Psychologist

5/10 Visit to Walker and EE Smith Schools

5/17 Adaptive Equipment - Linda Hart

5/24 Evaluation and Program Planning

5/31 Occupational and Physical Therapy Resources

6/7 Parks, Recreation & Summer Opportunities - Coss Maners

6/14 Picnic

Chapel Hill

1/9 Helping Your Child Handle Grief and Stress

1/16 Story Reading and Story Telling

1/23 Sibling Relationships

2/7 Stimulating Your Child's Language

2/20 Mother-Child Relationship Research

2/27 Creating with Carpentry

3/13 Creative Drama

3/20 Enriching Your Child's Life with Music

4/10 Your Child's Religious Education

4/17 Exploring Nature with your Child

4/24 Art and the Preschool Child

5/1 Adjustments of the Gifted-Handicapped Adult

5/15 P.L. 94-142 Case Study

5/22 School Encounters and Advocacy

5/29 Facilitating Friendships for Your Child

Winston-Salem

1/31 Communicating with Professionals

2/14 Problems Unique to Families of the Hearing Impaired

2/16 Behavior Management

3/7 P.L. 94-142

3/14 Behavior Management

4/4 Movement Workshop

4/18 Materials Making Workshop

Appendix BB

CHILD BEHAVIOR INVENTORY

This instrument was drawn from the Classroom Behavior Inventory developed by Schaefer, E., the Principal Investigator; Aaronson, M.; and Edgerton, M. as a part of the Parent-Teacher Interaction and Involvement Project funded by the Department of Health, Education, and Welfare.

NAME:_____

Please circle the statement that best describes your child. If you would like to see a change in your child, please indicate by placing an arrow in the direction of desired change and parenthesis on number desired.

Example: Explores new places eagerly. 1 2 3 (4)

	Not at all	Very little	Some-what	Very much
1. Makes his/her decisions without advice	1	2	3	4
2. Says interesting and original things	1	2	3	4
3. Explores new places eagerly	1	2	3	4
4. Works earnestly; doesn't take it lightly	1	2	3	4
5. Tries to tell me what to do	1	2	3	4
6. Laughs and smiles easily and spontaneously in class	1	2	3	4
7. Tries to do things for himself/herself	1	2	3	4
8. Shows curiosity about many things	1	2	3	4
9. Asks my advice even on small things	1	2	3	4
10. Stays with a job until it's finished	1	2	3	4
11. Relates cautiously to new persons	1	2	3	4
12. Does not wait for others to approach him/her but seeks others out	1	2	3	4
13. Decides by him/herself how to do things	1	2	3	4
14. Thinks up intersting things to do	1	2	3	4
15. Tries new and different ways of doing things	1	2	3	4
16. Watches carefully when being shown how to do something	1	2	3	4
17. Questions my decisions	1	2	3	4

Child Behavior Inventory (continued)
Page two

		Not at all	Very little	Some-what	Very much
18.	Always has something to say in a group	1	2	3	4
19.	Works without asking me for help	1	2	3	4
20.	Asks questions that show an interest in ideas	1	2	3	4
21.	Asks me for help in choosing things to do	1	2	3	4
22.	Pays attention to what he/she is doing and is not easily distracted	1	2	3	4
23.	Demonstrates fear of dogs (or other animals or objects)	1	2	3	4
24.	Likes to talk or socialize	1	2	3	4
25.	Wants to make up his/her own mind	1	2	3	4
26.	Uses materials in imaginative ways	1	2	3	4
27.	Tries new activities willingly	1	2	3	4
28.	Tries to do something better than he did the last time	1	2	3	4
29.	Tries to get me to see things his/her way	1	2	3	4
30.	Is almost always light-hearted and cheerful	1	2	3	4
31.	Keeps busy for long periods of time without my attention	1	2	3	4
32.	Wants to know more about things that are shown to him/her	1	2	3	4
33.	Prefers to be told which way to do something	1	2	3	4
34.	Becomes very absorbed in what he/she is doing	1	2	3	4
35.	Acts fearful in new situations	1	2	3	4
36.	Tries to be with another person or group of people	1	2	3	4
37.	Prefers to make his/her own decisions	1	2	3	4
38.	Understands difficult words	1	2	3	4
39.	Relates to new people easily	1	2	3	4
40.	Has a good fund of information for a child his/her age	1	2	3	4

41.	Always lets me know his/her opinions	1	2	3	4
42.	Can draw reasonable conclusions from information given him/her	1	2	3	4
43.	Likes to go ahead with things he/she can do on his/her own	1	2	3	4
44.	Uses a large and varied vocabulary	1	2	3	4
45.	Depends on me to decide things for him/her	1	2	3	4
46.	Grasps important ideas without having every detail spelled out	1	2	3	4
47.	Tries new activities reluctantly	1	2	3	4
48.	Tests new ideas against what he/she already knows	1	2	3	4

The questions categorized by scale are listed below:

I.	Independence in deciding	1	13	25	37		
II.	Adventuresome	3	15	27	39		
III.	Assertiveness	5	17	29	41		
IV.	Independence in doing	7	19	31	43		
V.	Dependence in deciding	9	21	33	45		
VI.	Fearfulness	11	47	35	23		
VII.	Creativity & Curiosity	2	14	20	26	32	8
VIII.	Task-Orientation	4	10	16	22	28	34
IX.	Extroversion	6	12	18	24	30	36
X.	Intelligent Behavior	38	40	42	44	46	48

Appendix CC

SELF-CONCEPT INVENTORY:

Piers-Harris (Revised)

NOTE TO TEACHER: Please read the following instructions and questions to the student. Mark yes or no to each question.

HERE ARE A SET OF STATEMENTS. SOME OF THEM ARE TRUE OF YOU AND SO YOU WILL ANSWER YES. SOME ARE NOT TRUE OF YOU AND SO YOU WILL ANSWER NO. TRY TO ANSWER EVERY QUESTION EVEN IF SOME ARE HARD TO DECIDE, BUT YOU MAY NOT ANSWER BOTH YES AND NO. THERE ARE NO RIGHT OR WRONG ANSWERS. ONLY YOU CAN TELL US HOW YOU FEEL ABOUT YOURSELF, SO WE HOPE YOU WILL TELL US THE WAY YOU REALLY FEEL INSIDE.

1. My classmates make fun of me. . . . . yes no
2. I am a happy boy/girl . . . . . yes no
3. It is hard for me to make friends . . . . . yes no
4. I am often sad . . . . . yes no
5. I am smart . . . . . yes no
6. I am shy . . . . . yes no
7. I don't like the way I look . . . . . yes no
8. When I grow up, I will be an important person . . . . . yes no
9. People don't like me. . . . . yes no
10. I do good work in school. . . . . yes no
11. It is usually my fault when something goes wrong. . . . . yes no
12. I cause trouble to my family. . . . . yes no
13. I am strong. . . . . yes no
14. I have good ideas. . . . . yes no
15. I am an important member of my family . . . . . yes no
16. I usually want my own way. . . . . yes no
17. I am good at making things with my hands . . . . . yes no
18. I give up easily. . . . . yes no
19. I am good in my school work. . . . . yes no
20. I do many bad things . . . . . yes no
21. I can draw well. . . . . yes no

22. I am good in music. . . . . yes no

23. I do things at home that make mom and dad angry . . . . . yes no

24. I am slow in finishing my school work . . . . . yes no

25. I am an important person in my class . . . . . yes no

26. I am nervous . . . . . yes no

27. I have pretty eyes . . . . . yes no

28. In school I am a dreamer. . . . . yes no

29. I pick on my brother(s) and sister(s) . . . . . yes no

30. My friends like my ideas. . . . . yes no

31. I often get in into trouble . . . . . yes no

32. I do what I'm asked at home . . . . . yes no

33. I am lucky. . . . . yes no

34. I worry a lot . . . . . yes no

35. My parents expect too much of me. . . . . yes no

36. I like being the way I am . . . . . yes no

37. I feel left out of things . . . . . yes no

38. I have nice hair. . . . . yes no

39. I often raise my hand in class. . . . . yes no

40. I wish I were different . . . . . yes no

41. I sleep well at night . . . . . yes no

42. I hate school . . . . . yes no

43. I am (among) the last to be chosen for games. . . . . yes no

44. I am sick a lot . . . . . yes no

45. I am often mean to other people . . . . . yes no

46. My classmates in school think I am smart. . . . . yes no

47. I am unhappy. . . . . yes no

48. I have many friends . . . . . yes no

49. I am cheerful . . . . . yes no

50. I am dumb about most things . . . . . no

51. I am good looking . . . . . yes no

52. I have lots of pep. . . . . yes no

53. I get into a lot of fights. . . . . yes no

54. Boys like me . . . . . yes no

55. People pick on me . . . . . yes no

56. My family is disappointed in me . . . . . yes no

57. I have a pleasant face. . . . . yes no

58. When I try to make something, everything seems to go wrong. . yes no

59. I am picked on at home. . . . . yes no

60. I am a leader in games and sports . . . . . yes no

61. I am clumsy . . . . . yes no

62. I like to watch children play games, but not play myself. . . yes no

63. I forget lots of things . . . . . yes no

64. I am easy to get along with . . . . . yes no

65. I get angry easily. . . . . yes no

66. Girls like me . . . . . yes no

67. I like to listen to stories . . . . . yes no

68. I would rather work alone than with a group . . . . . yes no

69. I like my brother (sister). . . . . yes no

70. I am often afraid . . . . . yes no

71. I am always dropping or breaking things . . . . . yes no

72. I can be trusted . . . . . yes no

73. I am different from other people. . . . . yes no

74. I think bad thoughts. . . . . yes no

75. I cry easily. . . . . yes no

76. I am a good person. . . . . yes no

Appendix DD

FLORIDA TAXONOMY OF COGNITIVE BEHAVIOR (FTCB)

Bob Burton Brown
Richard L. Ober
Robert Soar
Jeaninne Nelson Webb

1.10 KNOWLEDGE OF SPECIFICS

1. Reads
2. Spells
3. Identifies something by name
4. Defines meaning of term
5. Gives a specific fact
6. Tells about an event

1.20 KNOWLEDGE OF WAYS AND MEANS OF DEALING WITH SPECIFICS

7. Recognizes symbol
8. Cites rule
9. Gives chronological sequence
10. Gives steps of process, describes method
11. Cites trend
12. Names classification system or standard
13. Names what fits given system or standard

1.30 KNOWLEDGE OF UNIVERSALS AND ABSTRACTIONS

14. States generalized concept or idea
15. States a principle, law, theory
16. Tells about organization or structure
17. Recalls name of principle, law, theory

2.00 TRANSLATION

18. Restates in own words or briefer terms
19. Gives concrete example of an abstract idea
20. Verbalizes from a graphic representation
21. Translates verbalization into graphic form
22. Translates figurative statements to literal statements, or vice versa
23. Translates foreign language to English or vice versa

3.00 INTERPRETATION

24. Gives reason (tell why)
25. Shows similarities, differences
26. Summarizes or concludes from observations of evidence
27. Shows cause and effect relationship
28. Gives analogy, simile, metaphor
29. Performs a directed task or process

4.00 APPLICATION

30. Applies previous learning to new situation
31. Applies principle to new situation
32. Apply abstract knowledge in a practical situation
33. Identifies, selects, and carries out process

5.00 ANALYSIS

34. Distinguishes fact from opinion
35. Distinguishes fact from hypothesis
36. Distinguishes conclusion from statements which support it
37. Points out unstated assumption
38. Shows interaction or relation of elements
39. Points out particulars to justify conclusion
40. Checks hypothesis with given information
41. Distinguishes relevant from irrelevant statements
42. Detects error in thinking
43. Infers purpose, point of view, thoughts feelings
44. Recognizes bias or propaganda

6.00 SYNTHESIS (Creativity)

45. Reorganizes ideas, materials, process
46. Produces unique communication, divergent idea
47. Produces a plan, proposed set of operations
48. Designs an apparatus
49. Designs a structure
50. Devises scheme for classifying information
51. Formulates hypothesis, intelligent guess
52. Makes deductions from abstract symbols, propositions
53. Draws inductive generalization from specifics

Appendix EE

THE RESPONSE CLASS MATRIX

INFORMATION ADAPTED AND EXCERPTED FROM

Mash, Eric J., Leif Terdal and Kathryn Anderson. "The Response Class Matrix: A Procedure for Recording Parent-Child Interactions." Portland, Oregon: The University of Oregon Medical School, 1970. A brief report appears in the *Journal of Consulting and Clinical Psychology*, 40(1): 163-64, 1973.

The Response-Class Matrix was developed to monitor dyadic interactions. It provides immediate information about behavior and its context and can be implemented in a wide range of situations.

The matrices for recording parent-child interactions consist of a Child Consequent Behavior Record and a (M)other Consequent Behavior Record.

In each form, the antecedent behaviors are arranged in rows and intersect the consequent behaviors which are arranged in columns. A tally in a matrix cell on the Child Consequent Behavior Record indicates that two behaviors have occurred: one attributed to the child and the other to the mother (or other adult). Furthermore, it specifies that the child's response occurred later in time than the mother's behavior. In the (M)other Consequent Behavior Record, the antecedent-consequent relationship is reversed.

The two matrices taken together provide a three-term contingency record in that it is possible to look at the events that precede a behavior, the behavior, and the events that follow.

Child's Consequent Behavior Record

Mother's Antecedent Behavior / Mrs. Jones	Compl.	Ind. Play	Ques.	Neg.	Interaction 10 sec.	No Response 10 sec.
Command	1 | 1	15		5	3	
Question Command		5		1		
Question		17			3 | 6	
Praise						
Negative				3		
Interaction		5				
No Response		4				1

John Jones

Date Mo 4 Da 10 Yr 70 Participant Other's Present Not Recorded A

Location LAB - 1, HOME - 2; SCHOOL - 3 Session Length 0 15

Session No. 1 Situation Code A Matrix Type O Family ID 7 2 6 7

Recorder LT

Figure 1. Interaction matrix for the child. Recordings are based on a 15-minute observation period. Circled numbers are used as examples (see text) and are not part of observed interaction.

FAMILY NAME Jones

(M)Other's Consequent Behavior Record

Child's Antecedent Behavior	Command	Command Question	Question	Praise	Neg.	Inter. 10 sec.	No Response 10 sec.
Compliance	1						
Independent Play	14	5	18			4	3
Competing Behaviors	5	2	5			6	
Negative	4	1			4		
Interaction	4	4 1	2				1
No Response							1

Date: Mo 4 | Da 10 | Yr 70 Participant: B Other's Present Not Recorded: A

Location LAB - 1, HOME -2; SCHOOL- 3 Session Length: Hr 0 | Min 15

Session No. 1 Situation Code: A Matrix Type 1 Family ID: 7 2 6 7

Recorder KA

Figure 2. Interaction matrix for the mother. Recordings are based on a 15-minute observation period. Circled numbers are used as examples (see text) and are not part of observed interaction.

Appendix FF

PARENT INVENTORY SCALES

The Parent Inventory Scales (with the exception of the Parent as Teacher and Parent Adequacy scales) were drawn from the Parent as Educator Interview developed by Earl S. Schaefer and Marianna Edgerton for use on the Parent-Teacher Interaction and Involvement Project which was funded by the Department of [illegible] Earl S. Schaefer, Ph.D. of Frank Porter Gra[illegible] Development Center was Principal Investigator.

		Strongly Disagree	Mildly Disagree	Not Sure	Mildly Agree	Strongly Agree
1.	There is little parents can do about school policies and practices.	1	2	3	4	5
2.	I like to make up games to play with my child.	1	2	3	4	5
3.	Playing with my child makes me restless.	1	2	3	4	5
4.	Children learn as much from teaching other children as from other classroom activities.	1	2	3	4	5
5.	It's all right for my child to disagree with me.	1	2	3	4	5
6.	Parents cannot do much to change what happens in school.	1	2	3	4	5
7.	I encourage my child to make up funny stories and rhymes.	1	2	3	4	5
8.	It is difficult for me to stay interested when playing with my child.	1	2	3	4	5
9.	A child who is asked to help another learns a great deal himself.	1	2	3	4	5
10.	I give my child the chance to make up his own mind about a lot of things.	1	2	3	4	5
11.	There is little hope that parents can have a meaningful effect on the school	1	2	3	4	5
12.	I play "make believe" with my child	1	2	3	4	5
13.	I get bored quickly with children's games	1	2	3	4	5
14.	Children like to teach other children	1	2	3	4	5
15.	My child is free to tell me what he thinks	1	2	3	4	5
16.	I go along with the game when my child is pretending something	1	2	3	4	5

PARENT SCALES B

	Strongly Disagree	Mildly Disagree	Not Sure	Mildly Agree	Strongly Agree
1. Parents have an important role as teachers in the home	1	2	3	4	5
2. I feel I have a very good understanding of my child's physical, cognitive and emotional needs	1	2	3	4	5
3. The most important thing to teach children is absolute obedience to parents	1	2	3	4	5
4. Although adults may have difficulty accepting them, all children are basically good at heart	1	2	3	4	5
5. The major goal of education is to put basic information into the minds of the children	1	2	3	4	5
6. Teachers should show the same amount of affection to all their students	1	2	3	4	5
7. The most important thing to teach children is absolute obedience to whoever is in authority	1	2	3	4	5
8. Children generally do not do what they should unless someone sees to it	1	2	3	4	5
9. Basically, the aim of education is to encourage the children's curiosity about many areas	1	2	3	4	5
10. Children should be allowed to disagree with their parents if they feel their own ideas are better	1	2	3	4	5
11. As a parent, I try to utilize the daily routine experiences of the home to teach my child new concepts and skills	1	2	3	4	5
12. I believe I am giving my child much encouragement to become an independent person	1	2	3	4	5
13. Parents should teach their children to have unquestioning loyalty to them	1	2	3	4	5
14. Children will be bad unless they are taught what is right	1	2	3	4	5
15. Children should always obey their parents	1	2	3	4	5
16. All children are good by nature	1	2	3	4	5

Parent Scales B (continued)
Page two

	Strongly Disagree	Mildly Disagree	Not Sure	Mildly Agree	Strongly Agree
17. The most important goal of education is to pass on the knowledge which has been handed down from generation to generation	1	2	3	4	5
18. Teachers should give all students an equal amount of praise	1	2	3	4	5
19. Children should always obey the teacher	1	2	3	4	5
20. Since children cannot be trusted to do the right thing, their chances to misbehave must be limited	1	2	3	4	5
21. The major goal of education is to teach children how to think creatively	1	2	3	4	5
22. I believe the emotional climate at home teaches my child how to get along with others	1	2	3	4	5
23. I provide many activities at home to stimulate my child's creativity	1	2	3	4	5
24. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable	1	2	3	4	5
25. The child should be taught to honor his parents above all other grown-ups	1	2	3	4	5
26. Children will not do the right thing unless they must	1	2	3	4	5
27. Children should not question the authority of their parents	1	2	3	4	5
28. Children are born good; it is society that turns some children into troublemakers	1	2	3	4	5
29. The principal aim of education is to teach facts which have been discovered about the world	1	2	3	4	5
30. Teachers should discipline all the children the same	1	2	3	4	5

Parent Scales B (continued)
Page three

	Strongly Disagree	Mildly Disagree	Not Sure	Mildly Agree	Strongly Agree
31. Children should not question the authority of the teacher	1	2	3	4	5
32. If children were allowed to do what they pleased, total confusion would result	1	2	3	4	5
33. The main purpose of education is to help a child learn to investigate problems on his/her own	1	2	3	4	5
34. I think that child's play is an important source of learning, therefore I play with my child to help him learn	1	2	3	4	5
35. I am treating my child with the same dignity and respect that I want him to show others	1	2	3	4	5
36. A child has a right to his/her own point of view and should be allowed to express it	1	2	3	4	5
37. Loyalty to parents comes before anything else	1	2	3	4	5
38. Children must be carefully trained early in life or their natural impulse will make them unmanageable	1	2	3	4	5
39. Children should always to what their parents say, no matter what	1	2	3	4	5
40. In order to be fair, a teacher must treat all children alike	1	2	3	4	5
41. Children should always do what the teacher says, no matter what	1	2	3	4	5
42. A child's ideas should be seriously considered in making family decisions	1	2	3	4	5
43. Children should be treated the same regardless of differences among them	1	2	3	4	5
44. I teach my child to do physical activities that help him increase his motor skills	1	2	3	4	5
45. I believe I am responsive to my child's physical, cognitive and emotional needs	1	2	3	4	5

PARENT SCALES A

Scoring Form

I. Parent powerlessness	1	6	11		
II. Encouraging imagination and Playfulness	2	7	12	16	
III. Disinterest in playing with child	3	8	13		
IV. Children should teach others	4	9	14		
V. Encouraging own ideas	5	10	15		

PARENT SCALES B

Scoring Form

I. Parental authority is absolute	3	15	27	39	
II. Children basically good	4	16	28		
III. Aim of education - to instill info	5	17	29		
IV. Children should be treated uniformly	6	18	30	40	43
V. Teacher's authority is absolute	7	19	31	41	
VI. Children misbehave if allowed to	8	20	32		
VII. Aim of education - learning how to learn	9	21	33		
VIII. Encouraging verbalization of ideas	10	24	36	42	
IX. Deification of parents	13	25	37		
X. Children born bad	14	26	38		
XI. Parent as Teacher	1	11	22	34	44
XII. Parent Adequacy	2	12	23	35	45